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ABSTRACT

The major emphasis of the Kentucky Educational Assessment Program is to determine the actual level of performance of Kentucky pupils in relation to the desired levels of performance established in the 1972 report entitled "Goals of Education in Kentucky." The report was published by the Kentucky State Department of Education and contains eight general educational goals for Kentucky students. This volume provides a numbering system for those goals and objectives, and sampling procedures which were used to identify learner needs at the local school district, regional, and statewide levels. The Comprehensive Test of Basic Skills, the Assessment of Career Development, and the Kentucky Quality Education Questionnaire were used to assess general education and occupational competence goals. Percentage profiles for basic skill criteria are included for fourth, eighth and eleventh grade students. Other goals involve human relationships; economic understanding; citizenship; creative, constructive and critical thinking; physical and mental well-being; and cultural appreciation. (Author/JAC)

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Kentucky Educational Assessment Program

1976

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STATE SUMMARY

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KENTUCKY EDUCATIONAL ASSESSMENT PROGRAM

STATE SUMMARY

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1976

COMMONWEALTH OF KENTUCKY
DEPARTMENT OF EDUCATION
FRANKFORT, KY. 40601

JAMES B. GRAHAM
SUPERINTENDENT OF PUBLIC INSTRUCTION

In 1973 the State Board of Education adopted the *Goals of Education in Kentucky*. Since that time, the goals have provided a base for the development and improvement of education in Kentucky and for a comprehensive assessment program to measure the degree of progress toward the attainment of the goals throughout the state.

This summary which reports the progress made toward the goals in the current year represents the Department's continuing effort toward a comprehensive program of service to local school districts. It is hoped that this report will be of help to local districts as they plan and implement their educational programs to meet identified student needs.

James B. Graham
Superintendent of Public Instruction

FOREWORD

The Kentucky Educational Assessment Program is an ongoing effort to gather information regarding progress toward attainment of the educational goals for Kentucky citizens as well as for Kentucky's educators. The educational goals presented in this report are taken from the Goals of Education in Kentucky as published in 1973 by the Kentucky State Department of Education.

Since 1972, the assessment program has been expanding not only in the number of districts which participated and thus the number of students, but also in the areas assessed. In 1976, the Kentucky Educational Assessment Program tested students in three grade levels in a variety of curricular areas. In the eleventh grade these areas encompassed six of the eight goal areas as set forth in the Goals of Education in Kentucky published in 1973. The goals are broad and general in nature because they reflect long-range expectations. Specificity and detail were achieved through the development of objectives and the use of selected measurement items for assessing the status of student performance in relation to the priority developmental areas expressed in the composite goal.

The goal related to general education was assessed with the Comprehensive Test of Basic Skills, and the goal related to occupational competence was assessed with the ACT Assessment of Career Development. Goal II, Economic Understanding was not assessed, and Goal VI, Physical and Mental Well-Being was assessed only on a pilot basis. The rest of the goals were assessed with the Kentucky Quality Education Questionnaire.

It is recognized that a statewide assessment program can be justified only if the information obtained is utilized as the basis for decision-making to improve educational programs, objectives, and goals. Therefore, the assessment procedure was developed to be valid at the local district level as well as at the statewide level. District level data and statewide data were provided to the individual local districts sampled. Statewide data is also reported in detail for each grade level in Tables 1-39.

Analyses of the assessment data were performed at several levels. For example, in reading, results are reported for the general areas of reading vocabulary and reading comprehension, as well as for specific skills/concepts within these general areas. In other areas, information to the subgoal level is provided due to the nature of the test. Reporting of data in this manner provides the educator with the opportunity to analyze local district and statewide results at several levels in each developmental area described by the broad goal. The extent to which state and local educators find the present document to be useful in this regard will provide a measure of success of the Kentucky Educational Assessment Program.

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INTRODUCTION

The major emphasis of the Kentucky Educational Assessment Program is to determine the actual level of performance of Kentucky pupils in relation to desired level of performance, to provide preliminary answers to the question: "Are Kentucky pupils doing as well as expected?"

In grade four, information was gathered only in the area of Goal I, General Knowledge. That information is found in Tables 1-10.

In grade eight information was gathered in five of the eight goal areas. That information is found in Tables 11-24.

In the eleventh grade, relevant information was gathered in six of the eight goal areas which were established in 1973: Goal I, General Knowledge; Goal III, Human Relationships; Goal IV, Citizenship; Goal V, Creative, Constructive, and Critical Thinking; Goal VII, Occupational Competence; and Goal VIII, Cultural Appreciation. A summary of the Goals of Education in Kentucky is provided in Appendix A.

To measure performance within the goal areas, two concepts were employed which reflect current thinking in the area of educational assessment. These concepts are the development of performance objectives and the identification of learner needs.

Performance Objective

A performance objective is a statement that expresses the performance level of expected behavior for a student or students in regard to a selected area of concern and measurement instrument. Performance objectives provide for the determination of *actual* student attainment in regard to *expectations* of student attainment by providing a criterion and other specific information necessary for determining progress toward meeting educational goals.

Example Performance Objective:

> During the spring semester of 1975, Kentucky students will demonstrate reading comprehension by attaining an average grade equivalent score equal to or exceeding the criterion as measured by the Reading Comprehension Subtest of the Comprehensive Tests of Basic Skills.

Performance objectives for the 1976 Kentucky Educational Assessment Program were developed for individual skills/concepts within the general assessment areas. Numbers assigned to individual performance objectives reflect their positions within a goal/objective hierarchy. Figure 1 illustrates the numbering system utilized.

Goal 1.0

Subgoal 1.1

Performance Objective 1.1.1 -- General area
Performance Objective 1.1.1.1
Performance Objective 1.1.1.2 Specific skills/concepts
Performance Objective 1.1.1.3

FIGURE 1

NUMBERING SYSTEM FOR GOALS AND OBJECTIVES

A list of related performance objectives used in the study for Goal I and Goal VII are presented in Appendix B.

In developing the performance objectives for the assessment program, key terms described the behaviors measured by the objectives. The terms used and their definitions are:

KNOWLEDGE	Involves the recognition and recall of facts (e.g., defining terms, recalling names, dates, persons, identifying words, etc.)
COMPREHENSION	Involves the ability to interpret, translate, summarize, or paraphrase given material, organize the material into another form of communication or language(e.g., reading a book or musical score, grasping the thought of material studied, describing something in one's own words, etc.)
APPLICATION	Involves the use of material in a situation which is different from that situation in which it was originally learned (e.g., the use of abstract ideas, principles, or theories in problem-solving)
ANALYSIS	Involves separating a complex entity into its parts, drawing comparisons and relationships between the elements (e.g., ability to recognize assumptions, to distinguish cause

	and effect relationships, reorganization of biases or points of view, etc.)[1]
RESPONSE	Involves the indication of affective behavior consistent with given expectations in a defined situation[2]

In addition to describing behavior, each objective specified a measurement instrument which assessed the behavior. Three instruments were utilized in the 1976 Kentucky Educational Assessment Program. The Comprehensive Tests of Basic Skills, Form Q were used as the measurement device for the performance objectives dealing with cognitive behavior in grades four, eight, and eleven. The Kentucky Quality Education Questionnaire was used to measure student progress toward attainment of the goals related to human relationships, citizenship, creative, constructive, and critical thinking, and cultural appreciation in grades eight and eleven. The Assessment of Career Development was used to measure objectives related to occupational competence.

A learner need is identified when *actual* student performance is below *expected* student performance as measured by a specific instrument. Figure 2 illustrates the concept of a learner need.

Expected Performance minus Actual Performance equals Results Below Expectation equals Learner Need

FIGURE 2

LEARNER NEED

The identification of a learner need serves to indicate those areas in which students are not meeting expectations. Additional data should be collected and analyzed to determine the degree of need and the causes for the existence of learner needs. It should be recognized that the interaction of many factors (variables) contributes to indications of learner needs. A detailed examination of the interaction and of factors involved is an essential step in the comprehensive assessment of educational programs.

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[1] Benjamin S. Bloom, et al., Taxonomy of Educational Objectives, Handbook I: Cognitive Domain (New York: David McKay Company, Inc., 1956).

[2] David R. Krathwohl, et al., Taxonomy of Educational Objectives, Handbook II: Affective Domain (New York: David McKay Company, Inc., 1956).

SAMPLING PROCEDURES

In order to gather meaningful data describing educational performance for identification of indicated learner needs at the local school district, regional, and statewide levels, random sampling techniques were employed for selecting districts and students to participate.

The steps outlined below were implemented to select the samples of students in grades four, eight, and eleven for the 1976 Kentucky Educational Assessment Program.

Sample Selection

In 1976 each school district in the state was asked to participate in the program. One-hundred two districts chose to participate.

In order that the resultant data be a valid indicator at the district level, a representative sample within each district was selected in one of two manners:

1. If the test employed had been administered on a district-wide basis and the results were available on computer tape (such as with the CTBS):

   A random numbers generator was used to select students by computers for inclusion in the assessment sample.

2. If the test had not been given and no results were available:

   The personnel in the local school district were instructed to select every fifth student, beginning with the row of students to the extreme left of the teacher as she faced her class, selecting the first student and continuing down each row until the required number had been selected for testing.

The numbers of students selected for grades four, eight, and eleven are listed on the following chart by participating district.

SAMPLE SIZES BY PARTICIPATING SCHOOL DISTRICT

Participating School District	Number of Pupils in the Sample		
	4th Grade	8th Grade	11th Grade
Adair County	48	56	--
Anchorage Independent	31	41	--
Augusta Independent	25	21	29
Ballard County	30	30	30
Barbourville Independent	34	26	30
Bardstown Independent	30	30	30
Bell County	80	80	49
Bellevue Independent	30	29	30
Berea Independent	--	30	30
Bourbon County	--	41	--
Boyd County	74	82	76
Boyle County	30	30	30
Bracken County	30	--	30
Breathitt County	--	--	30
Bullitt County	120	120	83
Caldwell County	38	46	35
Campbell County	70	--	--
Campbellsville Independent	--	30	30
Caverna Independent	--	95	59
Clark County	66	71	--
Clay County	71	77	30
Cloverport Independent	32	33	--
Corbin Independent	30	--	30
Covington Independent	97	89	66
Crittenden County	30	--	--
Dawson Springs Independent	30	30	30
Dayton Independent	30	30	--
Edmonson County	30	30	--
Elizabethtown Independent	30	30	29
Elliott County	27	30	30
Fleming County	38	38	--
Frankfort Independent	30	30	30
Franklin County	82	81	70
Fulton County	--	30	--
Fulton Independent	43	62	--
Garrard County	30	30	30
Glasgow Independent	21	35	32
Grant County	30	30	30
Grayson County	--	67	40
Green County	30	30	--
Hancock County	30	30	30
Hardin County	--	135	125
Harlan County	97	60	55
Hart County	48	47	32
Hazard Independent	30	--	--
Henderson Independent	28	30	31

SAMPLE SIZES (Continued)

Participating School District	Number of Pupils in the Sample		
	4th Grade	8th Grade	11th Grade
Hickman County	30	30	--
Hopkins County	100	102	135
Jackson County	31	30	24
Jenkins Independent	30	30	30
Jessamine County	72	74	47
Johnson County	45	--	40
Knox County	72	74	74
Lee County	30	30	30
Leslie County	56	60	48
Lewis County	50	42	--
Livingston County	30	30	30
Ludlow Independent	--	30	30
Lynch Independent	18	27	29
Madison County	67	78	53
Magoffin County	58	50	30
Marshall County	--	82	--
Mason County	42	49	34
Mayfield Independent	30	30	30
McCracken County	72	88	82
McCreary County	66	62	49
Mercer County	40	--	--
Metcalfe County	--	--	30
Middlesboro Independent	30	30	30
Montgomery County	64	70	50
Monticello Independent	30	30	30
Muhlenberg County	80	87	81
Murray Independent	22	--	--
Nicholas County	30	30	30
Ohio County	30	--	--
Oldham County	58	70	58
Owen County	30	30	30
Owsley County	--	30	--
Paintsville Independent	30	30	30
Paris Independent	30	30	30
Pendleton County	41	45	37
Perry County	125	114	--
Pikeville Independent	30	30	30
Pineville Independent	30	30	24
Providence Independent	30	30	30
Pulaski County	111	--	--
Robertson County	30	27	30
Rowan County	50	44	30
Russell County	42	48	30
Science Hill Independent	31	24	--
Simpson County	52	--	--
Somerset Independent	30	30	--

SAMPLE SIZES (Continued)

Participating School District	Number of Pupils in the Sample		
	4th Grade	8th Grade	11th Grade
Spencer County	30	30	30
Taylor County	43	45	--
Todd County	38	37	31
Union County	46	50	44
Walton-Verona Independent	30	30	30
Warren County	80	93	43
Wayne County	--	48	--
West Point Independent	20	27	--
Whitley County	--	72	44
Wolfe County	30	30	30
TOTAL--Statewide	3972	4261	2978

GOAL AREA I: GENERAL EDUCATION

A summary of the results for Kentucky pupils in the General Education Goal is provided in the present section. The various aspects of general education have always been given the highest priority by lay people and educators throughout Kentucky. For this reason, considerable emphasis has been placed in this area since the assessment program began. This emphasis is evident in the fact that general education was the first area to be assessed. In 1976, general education was assessed on three grade levels: 4, 8, and 11. In each case, actual attainment levels in relation to expected attainment levels are presented for general skill areas and specific skill/concept by goal area.

GOAL I - GRADE 4

SUBGOAL 1.1

> *Subgoal 1.1: Each citizen of the Commonwealth should be assured an opportunity to realize his full potential in written and oral communication, reading, computation, and mathematical concepts.*

The first subgoal within the General Education goal was assessed in the fourth grade in the areas of reading, language, and arithmetic, using the Comprehensive Tests of Basic Skills. A criterion of 4.7 grade equivalency was established as the level of desired performance. The results for Goal 1.1 are presented below.

READING

Reading Vocabulary

Performance Objective 1.1.1

During the spring semester of the fourth grade, Kentucky students will demonstrate knowledge of vocabulary by attaining an average grade equivalent score equal to or exceeding the criterion (4.7) as measured by the Reading Vocabulary Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 2.

Sample Assessment Item

Test Situation:	Students were asked to choose the word which had a similar meaning to an underlined word.

Item: a large dog

a. brown
b. big
c. small
d. old

Results

For the statewide sample, 42 percent of the fourth grade students attained the criterion of 4.7 grade equivalency, and the statewide average grade equivalent score was 4.5.

Specific Skills/Concepts Related to Knowledge of Reading Vocabulary

1.1.1.1 Knowledge of the Meaning of Words in Context

The expected criterion level for fourth grade students was established as 57 percent. The average percentage of correct items for the statewide sample was 53 percent.

Reading Comprehension

Performance Objective 1.1.2

During the spring semester of the fourth grade, Kentucky students will demonstrate reading comprehension by attaining an average grade equivalent score equal to or exceeding the criterion (4.7) as measured by the Reading Comprehension Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 2.

Sample Assessment Item

Test Situation: Students were asked to read written material and choose the best answer relating to that material.

Item: (poem about trees) The way the poet describes a tree makes the tree seem

a. tired
b. sensible
c. beautiful
d. ugly

Results

For the statewide sample, 42 percent of the fourth grade students attained the criterion of 4.7 grade equivalency, and the statewide average grade equivalent score was 4.7.

Specific Skills/Concepts Related to Reading Comprehension

1.1.2.1 Knowledge of Directly Stated Details (Literal Meaning)

The expected criterion level for fourth grade students was established as 52 percent. The average percentage of correct items for the fourth grade statewide sample was 49 percent.

1.1.2.2 Comprehension of Words and Phrases (Simple Rewording)

The expected criterion level for fourth grade students was established as 64 percent. The average percentage of correct items for the fourth grade statewide sample was 59 percent.

1.1.2.3 Comprehension of the Meaning of Ideas (Paraphrasing)

The expected criterion level for fourth grade students was established as 65 percent. The average percentage of correct items for the fourth grade statewide sample was 60 percent.

1.1.2.4 Comprehension of Main Ideas

The expected criterion level for fourth grade students was established as 56 percent. The average percentage of correct items for the fourth grade statewide sample was 53 percent.

1.1.2.5 Comprehension of Relationships

The expected criterion level for fourth grade students was established as 46 percent. The average percentage of correct items for the fourth grade statewide sample was 42 percent.

1.1.2.6 Comprehension of Given Facts and Statements (Draw Conclusions)

The expected criterion level for fourth grade students was established as 45 percent. The average percentage of correct items for the fourth grade statewide sample was 42 percent.

1.1.2.7 Comprehension of Contextual Clues (Inference)

The expected criterion level for fourth grade students was established as 60 percent. The average percentage of correct items for the fourth grade statewide sample was 53 percent.

1.1.2.8 Analysis of Indefinite or Incomplete Statements (Extended Meaning)

The expected criterion level for fourth grade students was established as 63 percent. The average percentage of correct items for the fourth grade statewide sample was 58 percent.

Conclusion - Reading Results

Two areas related to the achievement of Kentucky students in reading were assessed statewide at the fourth grade level:

1. Knowledge of vocabulary
2. Reading comprehension

Knowledge of Vocabulary

The assessment results indicate a learner need for fourth grade students both in the knowledge of vocabulary, and in the related skill/concept of knowledge of the meaning of words in context.

Reading Comprehension

The criterion of an average 4.7 grade equivalency was attained. Consequently, a learner need was not identified.

However, the assessment results provide evidence of learner needs for the following skills/concepts related to reading comprehension:

1. Knowledge of directly stated details
2. Comprehension of words and phrasing
3. Comprehension of meaning of ideas
4. Comprehension of main ideas
5. Comprehension of relationships
6. Comprehension of given facts and statements
7. Comprehension of contextual clues
8. Analysis of indefinite or incomplete statements

Item analysis data listed by reading skill/concept may be found in Table 2.

LANGUAGE

Spelling

Performance Objective 1.1.3

During the spring semester of the fourth grade, Kentucky students will demonstrate knowledge of spelling by attaining an average grade equivalent score equal to or exceeding the criterion (4.7) as measured by the Language/Spelling Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 2.

Sample Assessment Items

Test Situation: Students were asked to look at four words and identify the word that was incorrectly spelled or mark "none" if all four words were spelled correctly.

Item:
a. hevy
b. slow
c. dart
d. spoon
e. none

Results

For the statewide sample, 38 percent of the fourth grade students attained the criterion of 4.7 grade equivalency, and the statewide average grade equivalent score was 4.5.

Specific Skills/Concepts Related to Knowledge of Spelling

1.1.3.1 Knowledge of Correctly and Incorrectly Spelled Words

The expected criterion level for fourth grade students was established as 58 percent. The average percentage of correct items for the fourth grade statewide sample was 55 percent.

Mechanics of Language

Performance Objective 1.1.4

During the spring semester of the fourth grade, Kentucky students will demonstrate application of the mechanics of language by attaining an average grade equivalent score equal to or exceeding the criterion (4.7) as measured by the Language Mechanics Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 2.

Sample Assessment Items

Test Situation: Students were asked to read a sentence and to choose the proper punctuation wherever a blank was placed.

Item: The date is Jan_____ 18.

a. comma (,)
b. period (.)
c. question mark (?)
d. quotation marks (")

Test Situation: Students were also asked to find the mistake in capitalization in underlined parts of sentences. "None" was marked if no capitalization errors were present.

Item:
The story is called Alice in wonderland
a. b.
and it is about the adventures of a
c. d.
little girl named Alice. None
e.

Results

For the statewide sample, 45 percent of the fourth grade students attained the criterion of 4.7 grade equivalency, and the statewide average grade equivalent score was 4.9.

Specific Skills/Concepts Related to Application of the Mechanics of Language

1.1.4.1 Application of Punctuation Skills

The expected criterion level for fourth grade students was established as 63 percent. The average percentage of correct items for the fourth grade statewide sample was 67 percent.

1.1.4.2 Application of Capitalization Skills

The expected criterion level for fourth grade students was established as 40 percent. The average percentage of correct items for the fourth grade statewide sample was 52 percent.

Language Expression

Performance Objective 1.1.5

During the spring semester of the fourth grade, Kentucky students will demonstrate application of language expression by attaining an average grade equivalent score equal to or exceeding the criterion (4.7) as measured by the Language Expression Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 2.

Sample Assessment Item

Test Situation: Students were asked to choose the best word phrase to fill a blank in a sentence, story, or poem.

Item: We_____ not going to the movie.

a. was
b. are
c. am
d. is

Results

For the statewide sample, 40 percent of the fourth grade students attained the criterion of 4.7 grade equivalency, and the statewide average grade equivalent score was 4.6.

Specific Skill/Concepts Related to Application of Language Expression

1.1.5.1 Application of Correct Grammatical Usage

The expected criterion level for fourth grade students was established as 61 percent. The average percentage of correct items for the fourth grade statewide sample was 59 percent.

1.1.5.2 Comprehension of Clarity and/or Economy of Expression

The expected criterion level for fourth grade students was established as 35 percent. The average percentage of correct items for the fourth grade statewide sample was 35 percent.

1.1.5.3 Comprehension of the Author's Implication (Word Choice)

The expected criterion level for fourth grade students was established as 55 percent. The average percentage of correct items for the fourth grade statewide sample was 52 percent.

Conclusions - Language Results

Three areas related to the achievement of Kentucky students in language were assessed statewide at the fourth grade level:

1. Knowledge of spelling
2. Application of the mechanics of language
3. Application of language expression

Knowledge of Spelling

The assessment results indicate a learner need for fourth grade students both in the knowledge of spelling and in the related skill/concept of knowledge of correctly and incorrectly spelled words.

Application of the Mechanics of Language

The criterion of 4.7 was exceeded by two months and the desired criterion level was exceeded for the related skills/concepts concerned with the application of punctuation skills and with the application of capitalization skills. Consequently, a learner need was not identified.

Application of Language Expression

The students' performance data for application of language expression did not indicate the existence of a learner need. The criterion average percentage of correct answers was not attained in the following related skills/concepts areas:

1. Application of correct grammatical usage
2. Comprehension of the author's implication

Item analysis data, listed by language skills/concept for individual Educational Development Regions, as well as statewide, may be reviewed in the fourth grade technical report.

ARITHMETIC

Arithmetic Computation

Performance Objective 1.1.6

During the spring semester of the fourth grade, Kentucky students will demonstrate application of arithmetic computation by attaining an average grade equivalent score equal to or exceeding the criterion (4.7) as measured by the Arithmetic Computation Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 2.

Sample Assessment Item

Test Situation: Students were asked to choose the correct answer to problems of addition, subtraction, multiplication, and division.

Item:

$$\begin{array}{r} 221 \\ \underline{\times\ \ 3} \end{array}$$

a. 278
b. 224
c. 663
d. 673

Results

For the statewide sample, 45 percent of the fourth grade students attained the criterion of 4.7 grade equivalency, and the statewide average grade equivalent score was 4.6.

Specific Skills/Concepts Related to Application of Arithmetic Computation

1.1.6.1 Application of Addition Skills

The expected criterion level for fourth grade students was established as 64 percent. The average percentage of correct items for the fourth grade statewide sample was 64 percent.

1.1.6.2 Application of Subtraction Skills

The expected criterion level for fourth grade students was established as 62 percent. The average percentage of correct items for the fourth grade statewide sample was 62 percent.

1.1.6.3 Application of Multiplication Skills

The expected criterion level for fourth grade students was established as 54 percent. The average percentage of correct items for the fourth grade statewide sample was 57 percent.

1.1.6.4 Application of Division Skills

The expected criterion level for fourth grade students was established as 53 percent. The average percentage of correct items for the fourth grade statewide sample was 54 percent.

Arithmetic Concepts

Performance Objective 1.1.7

During the spring semester of the fourth grade, Kentucky students will demonstrate comprehension of arithmetic concepts by attaining an average grade equivalent score equal to or exceeding the criterion (4.7) as measured by the Arithmetic Concepts Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 2.

Sample Assessment Item

Test Situation: Students were asked to choose the correct answer for questions relating to various arithmetic concepts.

Item: Three thousand four is the same as:

a. 3,004
b. 304
c. 3,040
d. 34,000

Results

For the statewide sample, 43 percent of the fourth grade students attained the criterion of 4.7 grade equivalency, and the statewide average grade equivalent score was 4.5.

Specific Skills/Concepts Related to Comprehension of Arithmetic Concepts

1.1.7.1 Knowledge of Arithmetic Concepts

The expected criterion level for fourth grade students was established as 58 percent. The average percentage of correct items for the fourth grade statewide sample was 46 percent.

1.1.7.2 Comprehension of Arithmetic Concepts (Converting Form)

The expected criterion level for fourth grade students was established as 58 percent. The average percentage of correct items for the fourth grade statewide sample was 57 percent.

1.1.7.3 Comprehension of Equations

The expected criterion level for fourth grade students was established as 66 percent. The average percentage of correct items for the fourth grade statewide sample was 64 percent.

1.1.7.4 Comprehension of Comparative Relationships

The expected criterion level for fourth grade students was established as 56 percent. The average percentage of correct items for the fourth grade statewide sample was 53 percent.

1.1.7.5 Comprehension of Relationships (Ratio, Time, Part-Whole Sequence, Geometric)

The expected criterion level for fourth grade students was established as 55 percent. The average percentage of correct items for the fourth grade statewide sample was 57 percent.

1.1.7.6 Analysis of the Components of Arithmetic Problems (Organization)

The expected criterion level for fourth grade students was established as 44 percent. The average percentage of correct items for the fourth grade statewide sample was 43 percent.

Arithmetic Applications

Performance Objective 1.1.8

During the spring semester of the fourth grade, Kentucky students will demonstrate application of skills in solving arithmetic word problems by attaining an average grade equivalent score equal to or exceeding the criterion (4.7) as measured by the Arithmetic Application Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 2.

Sample Assessment Item

Test Situation: Students were asked to read an arithmetic word problem and to choose the correct answer for that problem.

Item: Jerry worked for two and one-half hours. How many minutes did Jerry work?

a. 260 minutes
b. 90 minutes
c. 150 minutes
d. 60 minutes

Results

For the statewide sample, 35 percent of the fourth grade students attained the criterion of 4.7 grade equivalency, and the statewide average grade equivalent score was 4.4.

Specific Skills/Concepts Related to Application of Skills in Solving Arithmetic Word Problems

1.1.8.1 Comprehension of Problem-Solving (Selecting Methods)

The expected criterion level for fourth grade students was established as 41 percent. The average percentage of correct items for the fourth grade statewide sample was 37 percent.

1.1.8.2 Comprehension of Problem-Solving (Correct Solution)

The expected criterion level for fourth grade students was established as 62 percent. The average percentage of correct items for the fourth grade statewide sample was 59 percent.

1.1.8.3 Analysis of the Components of Arithmetic Word Problem (Organization)

The expected criterion level for fourth grade students was established as 42 percent. The average percentage of correct items for the fourth grade statewide sample was 41 percent.

Conclusions - Arithmetic Results

Three areas related to the achievement of Kentucky students in arithmetic were assessed statewide at the fourth grade level:

1. Application of arithmetic computation
2. Comprehension of arithmetic concepts
3. Application of skills in solving arithmetic word problems

Application of Arithmetic Computation

Although the criterion level was attained in the four skills, addition, subtraction, multiplication, and division, the criterion of 4.7 was not attained. A learner need is therefore identified.

Comprehension of Arithmetic Concepts

The criterion of an average 4.7 grade equivalency was not attained nor was the criterion level met. Consequently, a learner need is indicated. The assessment results provide evidence of learner needs for the followong skills/concepts related to comprehension of arithmetic concepts:

1. Knowledge of arithmetic concepts
2. Comprehension of arithmetic concepts
3. Comprehension of equations
4. Comprehension of comparative relationships
5. Analysis of the Components of Arithmetic Problems (Organization)

It is noted that the expected criterion was exceeded for the related skills/concepts concerning comprehension of relationships (ratio, time, part-whole, sequence, geometric).

Application of Skills in Solving Arithmetic Word Problems

The assessemnt results for application of skills in solving arithmetic word problems provide evidence of a learner need for fourth grade students. Additional supporting data indicating learner needs in this area are documented for the following related skill/concept areas:

1. Comprehension of problem-solving (selecting methods)
2. Comprehension of problem-solving (correct solution)
3. Analysis of the components of arithmetic word problems (organization)

Item analysis data listed by arithmetic skills/concepts may be found in Tables 6-8.

SUBGOAL 1.6

Subgoal 1.6: Each citizen of the Commonwealth should be assured the opportunity to understand the resources available and the methods of collecting informantion.

The sixth subgoal in General Education was assessed using the Comprehensive Tests of Basic Skills, Form Q, Level 2. A criterion of 4.7 grade equivalency was established as the level of desired performance. The results for goal 1.6 are presented below.

STUDY SKILLS

Reference Materials

Performance Objective 1.6.1

During the spring semester of the fourth grade, Kentucky students will demonstrate knowledge of reference material techniques by attaining an average grade equivalent score equal to or exceeding the criterion (4.7) as measured by the Study Skills/Reference Materials Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 2.

Sample Assessment Item

Test Situation: Students were asked to read various reference materials and choose the correct answer for questions regarding these materials.

Item: (Review of library cards) The oldest book is listed on

a. card #1
b. card #2
c. card #3
d. none of the cards.

Results

For the statewide sample, 42 percent of the fourth grade students attained the criterion of 4.7 grade equivalency, and the statewide average grade equivalent score was 4.7.

Specific Skills/Conepts Related to Knowledge of Reference Material Techniques

1.6.1.1 Knowledge of Parts of Books

The expected criterion level for fourth grade students was established as 48 percent. The average percentage of correct items for the fourth grade statewide sample was 44 percent.

1.6.1.2 Knowledge of Dictionary Use

The expected criterion level for fourth grade students was established as 47 percent. The average percentage of correct items for the fourth grade statewide sample was 46 percent.

1.6.1.3 Knowledge of Library Use

The expected criterion level for fourth grade students was established as 48 percent. The average percentage of correct items for the fourth grade statewide sample was 45 percent.

Graphic Materials

Performance Objective 1.6.2

During the spring semester of the fourth grade, Kentucky students will demonstrate comprehension of graphic materials by attaining an average grade equivalent score equal to or exceeding the criterion (4.7) as measured by the Study Skills/Graphic Materials Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 2.

Sample Assessment Item

Test Situation: Students were asked to review various graphic materials and to answer questions related to these materials.

Item: (Review of a map of a specific area) About how far is it from the village to the lake?

a. 3 miles
b. 4 miles
c. 5 miles
d. 6 miles

Results

For the statewide sample, 44 percent of the fourth grade students attained the criterion of 4.7 grade equivalency, and the statewide average grade equivalent score was 4.6.

Specific Skills/Concepts Related to Comprehension of Graphic Materials

1.6.2.1 Comprehension of Symbols, Legends, and Data Presented in Graphic or Tabular Form

The expected criterion level for fourth grade students was established as 56 percent. The average percentage of correct items for the fourth grade statewide sample was 51 percent.

1.6.2.2 Comprehension of Relationships Presented in Graphic Form

The expected criterion level for fourth grade students was established as 54 percent. The average percentage of correct items for the fourth grade statewide sample was 51 percent.

1.6.2.3 Comprehension (Draw Conclusion) of Graphic Data

The expected criterion level for fourth grade students was established as 48 percent. The average percentage of correct items for the fourth grade statewide sample was 48 percent.

1.6.2.4 Analysis of Graphic Data to Determine Extended Meaning

The expected criterion level for fourth grade students was established as 44 percent. The average percentage of correct items for the fourth grade statewide sample was 43 percent.

Conclusions - Study Skills Results

Two areas related to achievement of Kentucky students in study skills were assessed statewide at the fourth grade level:

1. Knowledge of reference material techniques
2. Comprehension of graphic materials

Knowledge of Reference Material Techniques

The criterion of 4.7 was attained by Kentucky students. However, the compiled results indicate that the desired criteria were not met for the related skills/concepts of:

1. Knowledge of parts of books
2. Knowledge of dictionary use
3. Knowledge of library use

Comprehension of Graphic Materials

The student performance data for comprehension of graphic materials indicates the existence of a learner need. Learner needs were found in the failure to attain the specified criteria in the related skills/concepts of:

1. Comprehension of symbols, legends, and data presented in graphic and tabular form
2. Comprehension of relationships presented in graphic form
3. Analysis of graphic data to determine extended meaning

Item analysis data listed by study skills/concepts may be reviewed in Tables 9-10.

Fourth Grade - Statewide Profile - General Education Goals

The assessment results for the basic skills areas are described on the following statewide profile, Figure 3 in which the percentage of Kentucky students meeting the criterion of 4.7 for each subtest is reported. If the scores of the sample student group were normally distributed and had met or exceeded the expected criterion level, then 50 percent or more of the students would be expected to score at or above the expected criterion level.

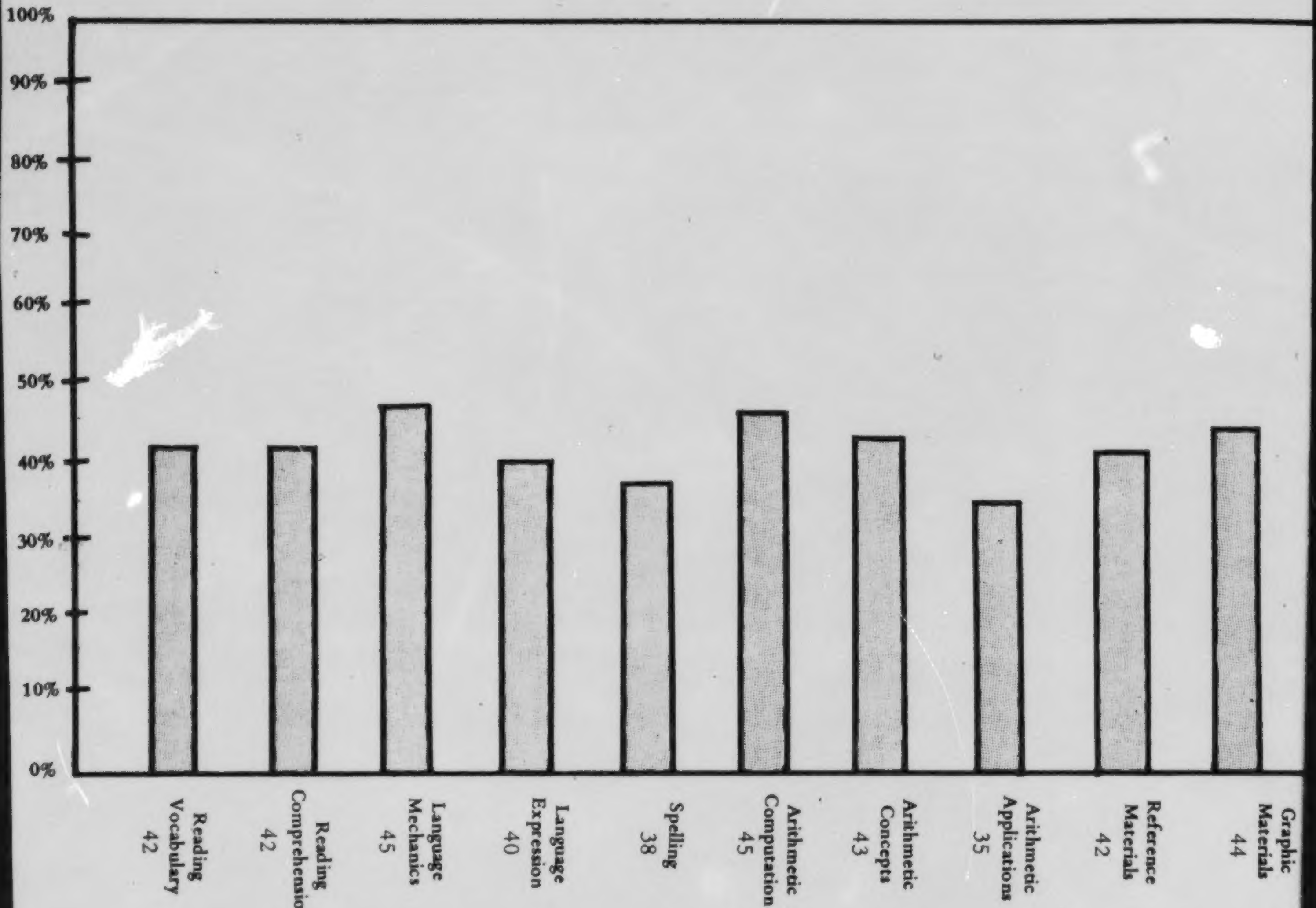

Figure 3

PERCENTAGE PROFILE OF FOURTH GRADE PUPILS, STATE-WIDE, MEETING THE CRITERION* IN THE BASIC SKILL AREAS AS MEASURED BY THE COMPREHENSIVE TESTS OF BASIC SKILLS, FORM Q, LEVEL 2

*Criterion=4.7

GRADE 4

TABLES 1-10

TABLE 1

1.0 GENERAL EDUCATION
1.1.1 READING VOCABULARY

Grade 4, CTBS, Form Q, Level 2
Reading Vocabulary Subtest

Goal Number and Description		Number of Items	Criterion G.E.	Kentucky G.E.
1.1.1	Reading Vocabulary	40	4.7	4.5
	% of Pupils Meeting Criterion			42
		Number of Items	Criterion % Correct	Kentucky % Correct
1.1.1.1	Knowledge of the Meaning of Words in Context	40	57	53
	Item Analysis Information for 1.1.1.1	Item Number		
		1	89	87
		2	90	87
		3	80	75
		4	71	65
		5	75	69
		6	68	68
		7	80	75
		8	73	66
		9	75	66
		10	72	65
		11	75	74
		12	61	60
		13	67	61
		14	63	57
		15	69	65
		16	61	53
		17	69	64
		18	72	66
		19	74	73
		20	54	50
		21	55	49
		22	45	42
		23	46	36
		24	34	33
		25	43	42
		26	50	47
		27	51	48
		28	67	59
		29	43	37
		30	37	33
		31	35	31
		32	54	42
		33	33	29
		34	59	54

TABLE 2

1.1.2 READING COMPREHENSION

Grade 4, CTBS, Form Q, Level 2
Reading Comprehension Subtest

Goal Number and Description		Number of Items	Criterion G.E.	Kentucky G.E.
1.1.2	Reading Comprehension	45	4.7	4.7
	% of Pupils Meeting Criterion			42
		Number of Items	Criterion % Correct	Kentucky % Correct
1.1.2.1	Knowledge of Directly Stated Details (Literal Meaning)	5	52	49
	Item Analysis Information for 1.1.2.1	Item Number		
		12	54	52
		17	53	51
		33	77	74
		40	46	45
		44	24	24
		Number of Items		
1.1.2.2	Comprehension of Words and Phrases (Simple Rewording)	6	64	59
	Item Analysis Information for 1.1.2.2	Item Number		
		7	71	67
		9	64	58
		15	72	68
		19	51	43
		27	64	60
		29	61	58

TABLE 2 (continued)

1.1.2 READING COMPREHENSION

Goal Number and Description		Number of Items	Criterion % Correct	Kentucky % Correct
1.1.2.3	Comprehension of the Meaning of Ideas (Paraphrasing)	5	65	60
	Item Analysis Information for 1.1.2.3	Item Number		
		8	81	78
		10	58	57
		16	58	53
		26	65	61
		30	63	52
		Number of Items		
1.1.2.4	Comprehension of Main Ideas	8	56	53
	Item Analysis Information for 1.1.2.4	Item Number		
		5	67	60
		11	66	67
		13	73	66
		22	54	62
		31	52	44
		34	50	46
		37	43	37
		45	35	39
		Number of Items		
1.1.2.5	Comprehension of Relationships	6	46	42
	Item Analysis Information for 1.1.2.5	Item Number		
		2	82	74
		4	66	63
		32	33	30
		36	27	27
		41	36	30
		42	32	29

TABLE 2 (continued)

1.1.2 READING COMPREHENSION

Goal Number and Description		Number of Items	Criterion % Correct	Kentucky % Correct
1.1.2.6	Comprehension of Given Facts and Statements (Drawing Conclusions)	5	45	42
	Item Analysis Information for 1.1.2.6	Item Number		
		20	34	34
		25	41	35
		28	58	51
		38	50	45
		43	44	43
		Number of Items		
1.1.2.7	Comprehension of Contextual Dues (Inference)	5	60	53
	Item Analysis Information for 1.1.2.7	Item Number		
		1	77	70
		3	44	38
		23	57	49
		24	77	72
		39	47	35
		Number of Items		
1.1.2.8	Analysis of Indefinite or Incomplete Statements (Extended Meaning)	5	63	58
	Item Analysis Information for 1.1.2.8	Item Number		
		6	60	51
		14	68	64
		18	64	61
		21	65	61
		35	59	55

TABLE 3

1.1.3 LANGUAGE/SPELLING

Grade 4, CTBS, Form Q, Level 2
Language/Spelling Subtest

Goal Number and Description		Number of Items	Criterion G.E.	Kentucky G.E.
1.1.3	Language/Spelling	30	4.7	4.5
	% of Pupils Meeting Criterion			38
		Number of Items	Criterion % Correct	Kentucky % Correct
1.1.3.1	Knowledge of Correctly and Incorrectly Spelled Words	30	58	55
	Item Analysis Information for 1.1.3.1	Item Number		
		1	72	71
		2	85	85
		3	88	87
		4	61	61
		5	68	66
		6	68	62
		7	81	75
		8	75	74
		9	66	60
		10	72	67
		11	59	54
		12	55	48
		13	61	49
		14	72	71
		15	62	62
		16	59	54
		17	54	54
		18	44	42
		19	36	41
		20	73	74
		21	55	51
		22	47	41
		23	45	41
		24	56	58
		25	31	22
		26	40	36
		27	37	39
		28	31	35
		29	38	35
		30	40	30

TABLE 4

1.1.4 LANGUAGE MECHANICS

Grade 4, CTBS, Form Q, Level 2
Language Mechanics Subtest

Goal Number and Description		Number of Items	Criterion G.E.	Kentucky G.E.
1.1.4	Language Mechanics	25	4.7	4.9
	% of Pupils Meeting Criterion			45
		Number of Items	Criterion % Correct	Kentucky % Correct
1.1.4.1	Application of Punctuation Skills	13	63	67
	Item Analysis Information for 1.1.4.1	Item Number		
		1	84	81
		2	70	69
		3	70	64
		4	52	57
		5	70	65
		6	74	72
		7	68	64
		8	68	60
		9	44	33
		10	53	51
		11	55	47
		12	51	50
		13	59	55
		Number of Items		
1.1.4.2	Application of Capitalization Skills	12	40	52
	Item Analysis Information for 1.1.4.2	Item Number		
		14	57	60
		15	48	48
		16	49	52
		17	46	50
		18	49	53
		19	21	23
		20	24	26
		21	48	52
		22	34	39
		23	40	45
		24	38	45
		25	28	35

TABLE 5

1.1.5 LANGUAGE EXPRESSION

Grade 4, CTBS, Form Q, Level 2
Language Expression Subtest

Goal Number	and Description	Number of Items	Criterion G.E.	Kentucky G.E.
1.1.5	Language Expression	30	4.7	4.6
	% of Pupils Meeting Criterion			40
		Number of Items	Criterion % Correct	Kentucky % Correct
1.1.5.1	Application of Correct Grammatical Usage	10	61	59
	Item Analysis Information for 1.1.5.1	Item Number		
		26	80	69
		27	78	67
		28	45	43
		29	70	64
		30	71	61
		31	51	45
		32	69	57
		33	56	51
		34	34	26
		35	59	59
		Number of Items		
1.1.5.2	Comprehension of Clarity and/or Economy of Expression	5	35	35
	Item Analysis Information for 1.1.5.2	Item Number		
		51	47	54
		52	23	21
		53	27	28
		54	31	31
		55	45	43

TABLE 5 (continued)

1.1.5 LANGUAGE EXPRESSION

Goal Number	and Description	Number of Items	Criterion % Correct	Kentucky % Correct
1.1.5.3	Comprehension of the Author's Implication (Word Choice)	15	55	52
	Item Analysis Information for 1.1.5.3	Item Number		
		36	63	61
		37	78	75
		38	84	83
		39	63	56
		40	48	51
		41	59	58
		42	34	29
		43	40	30
		44	43	36
		45	39	35
		46	69	68
		47	53	51
		48	54	51
		49	52	51
		50	46	48

TABLE 6

1.1.6 ARITHMETIC COMPUTATION

Grade 4, CTBS, Form Q, Level 2
Arithmetic Computation Subtest

Goal Number and Description		Number of Items	Criterion G.E.	Kentucky G.E.
1.1.6	Arithmetic Computation	48	4.7	4.6
	% of Pupils Meeting Criterion			45
		Number of Items	Criterion % Correct	Kentucky % Correct
1.1.6.1	Application of Addition Skills	12	64	64
	Item Analysis Information for 1.1.6.1	Item Number		
		1	95	94
		2	91	91
		3	93	91
		4	82	80
		17	72	71
		18	77	78
		19	64	62
		20	60	61
		33	35	30
		34	21	17
		35	53	56
		36	31	35
		Number of Items		
1.1.6.2	Application of Subtraction Skills	12	62	62
	Item Analysis Information for 1.1.6.2	Item Number		
		5	91	90
		6	90	88
		7	75	66
		8	71	68
		21	65	66
		22	53	49
		23	78	77
		24	52	47
		37	38	39
		38	51	56
		39	35	41
		40	45	53

TABLE 6 (continued)

1.1.6 ARITHMETIC COMPUTATION

Goal Number and Description		Number of Items	Criterion % Correct	Kentucky % Correct
1.1.6.3	Application of Multiplication Skills	12	54	57
	Item Analysis Information for 1.1.6.3	Item Number		
		9	87	86
		10	77	79
		11	84	83
		12	76	78
		25	64	62
		26	55	54
		27	53	57
		28	38	49
		41	31	37
		42	23	31
		43	19	16
		44	38	47
		Number of Items		
1.1.6.4	Application of Division Skills	12	53	54
	Item Analysis Information for 1.1.6.4	Item Number		
		13	85	81
		14	84	79
		15	83	77
		16	58	59
		29	54	54
		30	50	54
		31	54	55
		32	52	59
		45	31	34
		46	28	32
		47	36	33
		48	22	26

TABLE 7

1.1.7 ARITHMETIC CONCEPTS

Grade 4, CTBS, Form Q, Level 2
Arithmetic Concepts Subtest

Goal Number and Description		Number of Items	Criterion G.E.	Kentucky G.E.
1.1.7	Arithmetic Concepts	30	4.7	4.5
	% of Pupils Meeting Criterion			43
		Number of Items	Criterion % Correct	Kentucky % Correct
1.1.7.1	Knowledge of Arithmetic Concepts	6	53	46
	Item Analysis Information for 1.1.7.1	Item Number		
		2	91	38
		9	87	67
		11	84	61
		14	84	54
		20	60	26
		27	54	39
		Number of Items		
1.1.7.2	Comprehension of Arithmetic Concepts (Converting Form)	4	58	57
	Item Analysis Information for 1.1.7.2	Item Number		
		1	95	69
		6	78	77
		29	42	44
		30	37	37
		Number of Items		
1.1.7.3	Comprehension of Equations	4	66	64
	Item Analysis Information for 1.1.7.3	Item Number		
		5	82	79
		10	74	72
		13	53	51
		15	55	53

TABLE 7 (continued)

1.1.7 ARITHMETIC CONCEPTS

Goal Number and Description		Number of Items	Criterion % Correct	Kentucky % Correct
1.1.7.4	Comprehension of Comparative Relationships	5	56	53
	Item Analysis Information for 1.1.7.4	Item Number		
		4	38	31
		7	87	83
		8	71	66
		17	31	30
		23	55	56
		Number of Items		
1.1.7.5	Comprehension of Relationships (Ratio, Time, Part-Whole Sequence Geometric)	6	55	57
	Item Analysis Information for 1.1.7.5	Item Number		
		3	58	55
		12	69	71
		18	59	51
		19	41	45
		25	50	56
		26	50	61
		Number of Items		
1.1.7.6	Analysis of the Components of Arithmetic Word Problems (Organization)	5	44	43
	Item Analysis Information for 1.1.7.6	Item Number		
		16	61	60
		21	64	65
		22	38	37
		24	36	33
		28	23	19

TABLE 8

1.1.8 ARITHMETIC APPLICATIONS

Grade 4, CTBS, Form Q, Level 2
Arithmetic Applications Subtest

Goal Number and Description		Number of Items	Criterion G.E.	Kentucky G.E.
1.1.8	Arithmetic Applications	20	4.7	4.4
	% of Pupils Meeting Criterion			35
		Number of Items	Criterion % Correct	Kentucky % Correct
1.1.8.1	Comprehension of Problem-Solving (Selecting Methods)	7	41	37
	Item Analysis Information for 1.1.8.1	Item Number		
		37	46	40
		40	44	39
		42	59	51
		43	54	46
		47	30	27
		49	28	23
		50	37	32
		Number of Items		
1.1.8.2	Comprehension of Problem-Solving (Correct Solution)	7	62	59
	Item Analysis Information for 1.1.8.2	Item Number		
		31	68	62
		32	77	75
		34	70	64
		35	59	57
		36	60	56
		39	54	52
		46	43	47
		Number of Items		
1.1.8.3	Analysis of the Components of Arithmetic Word Problems (Organization)	6	42	41
	Item Analysis Information for 1.1.8.3	Item Number		
		33	56	53
		38	39	45
		41	50	46
		44	43	42
		45	33	32
		48	29	27

TABLE 9

1.6.1 STUDY SKILLS/REFERENCE MATERIALS

Grade 4, CTBS, Form Q, Level 2
Study Skills/Reference Materials Subtest

Goal Number	and Description	Number of Items	Criterion G.E.	Kentucky G.E.
1.6.1	Study Skills/Reference Materials	20	4.7	4.7
	% of Pupils Meeting Criterion			42
		Number of Items	Criterion % Correct	Kentucky % Correct
1.6.1.1	Knowledge of Parts of Books	5	48	44
	Item Analysis Information for 1.6.1.1	Item Number		
		12	47	37
		13	56	52
		14	14	40
		15	57	52
		16	38	37
		Number of Items		
1.6.1.2	Knowledge of Dictionary Use	6	47	46
	Item Analysis Information for 1.6.1.2	Item Number		
		7	55	48
		8	48	47
		17	52	51
		18	48	48
		19	47	47
		20	31	33
		Number of Items		
1.6.1.3	Knowledge of Library Use	9	48	45
	Item Analysis Information for 1.6.1.3	Item Number		
		1	43	47
		2	41	45
		3	57	53
		4	63	66
		5	41	34
		6	37	39
		9	51	49
		10	39	34
		11	38	35

TABLE 10

1.6.2 STUDY SKILLS/GRAPHIC MATERIALS

Grade 4, CTBS, Form Q, Level 2
Study Skills/Graphic Materials Subtest

Goal Number	and Description	Number of Items	Criterion G.E.	Kentucky G.E.
1.6.2	Study Skills/Graphic Materials	30	4.7	4.6
	% of Pupils Meeting Criterion			44
		Number of Items	Criterion % Correct	Kentucky % Correct
1.6.2.1	Comprehension of Symbols, Legends, and Data Presented in Graphic or Tabular Form	8	56	51
	Item Analysis Information for 1.6.2.1	Item Number		
		22	44	38
		26	70	64
		27	51	37
		28	65	57
		29	23	20
		31	69	66
		32	68	61
		33	58	62
		Number of Items		
1.6.2.2	Comprehension of Relationships Presented in Graphical Form	10	54	51
	Item Analysis Information for 1.6.2.2	Item Number		
		21	71	63
		23	59	51
		30	40	37
		34	50	43
		35	47	44
		38	68	65
		46	64	65
		48	52	50
		49	40	42
		50	44	45

TABLE 10 (continued)

1.6.2 STUDY SKILLS/GRAPHIC MATERIALS

Goal Number and Description		Number of Items	Criterion % Correct	Kentucky % Correct
1.6.2.3	Comprehension (Draw Conclusions) of Graphic Data	7	48	48
	Item Analysis Information for 1.6.2.3	Item Number		
		25	48	40
		36	55	56
		37	56	56
		40	55	55
		41	43	46
		43	35	41
		47	45	44
		Number of Items		
1.6.2.4	Analysis of Graphic Data and Determination of Extended Meaning	5	44	43
	Item Analysis Information for 1.6.2.4	Item Number		
		24	47	41
		39	58	54
		42	34	35
		44	37	41
		45	45	42

GRADE 8

GOAL I - GRADE 8

SUBGOAL 1.1

Subgoal 1.1: Each citizen of the Commonwealth should be assured an opportunity to realize his full potential in written and oral communication, reading, computation, and mathematical concepts.

The first subgoal in General Education assessed the areas of reading, language, and arithmetic using the Comprehensive Tests of Basic Skills, Form Q, Level 3. A criterion of 8.7 grade equivalency was established as the level of desired performance. The results for Goal 1.1 are presented below.

READING

Reading Vocabulary

Performance Objective 1.1.1

During the spring semester of the eighth grade, Kentucky students will demonstrate knowledge of vocabulary by attaining an average grade equivalent score equal to or exceeding the criterion (8.7) as measured by the Reading Vocabulary Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 3.

Sample Assessment Item

Test Situation: Students were asked to choose the word which had a similar meaning to an underlined word.

Item: stop the game

a. Lose
b. Halt
c. Start
d. Win

Results

For the statewide sample, 31 percent of the eighth grade students attained the criterion of 8.7 grade equivalency, and the statewide average grade equivalent score was 7.4.

Specific Skills/Concepts Related to Knowledge of Reading Vocabulary

1.1.1.1 Knowledge of the Meaning of Words in Context

The expected criterion level for eighth grade students was established as 69 percent. The average percentage of correct items for the statewide sample was 59 percent.

Reading Comprehension

Performance Objective 1.1.2

During the spring semester of the eighth grade, Kentucky students will demonstrate reading comprehension by attaining an average grade equivalent score equal to or exceeding the criterion (8.7) as measured by the Reading Comprehension Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 3.

Sample Assessment Item

Test Situation: Students were asked to read written material and choose the best answer to questions relating to that material.

Item: (An article about bees) A bee colony usually consists of:

a. 12,000 insects
b. 60,000 insects
c. 20,000 insects
d. 42,000 insects

Results

For the statewide sample, 34 percent of the eighth grade students attained the criterion of 8.7 grade equivalency, and the statewide average grade equivalent score was 7.4.

Specific Skills/Concepts Related to Reading Comprehension

1.1.2.1 Comprehension of Words and Phrases (Simple Rewording)

The expected criterion level for eighth grade students was established as 72 percent. The average percentage of correct items for the eighth grade statewide sample was 64 percent.

1.1.2.2 Comprehension of the Meaning of Ideas (Paraphrasing)

The expected criterion level for eighth grade students was established as 71 percent. The average percentage of correct items for the eighth grade statewide sample was 61 percent.

1.1.2.3 Comprehension of Main Ideas

The expected criterion level for eighth grade students was established as 65 percent. The average percentage of correct items for the eighth grade statedwide sample was 52 percent.

1.1.2.4 Comprehension of Relationships

The expected criterion level for eighth grade students was established as 63 percent. The average percentage of correct items for the eighth grade statewide sample was 55 percent.

1.1.2.5 Comprehension of Given Facts and Statements (Draw Conclusions)

The expected criterion level for eighth grade students was established as 69 percent. The average percentage of correct items for the eighth grade statewide sample was 60 percent.

1.1.2.6 Comprehension of Contexual Clues (Inference)

The expected criterion level for eighth grade students was established as 69 percent. The average percentage of correct items for the eighth grade statewide sample was 60 percent.

1.1.2.7 Analysis of Indefinite or Incomplete Statements (Extended Meaning)

The expected criterion level for eighth grade students was established as 68 percent. The average percentage of correct items for the eighth grade statewide sample was 60 percent.

Conclusions - Reading Results

Two areas related to the achievement of Kentucky students in reading were assessed statewide at the eighth grade level:

1. Knowledge of vocabulary
2. Reading comprehension

Knowledge of Vocabulary

The assessment results indicate a learner need for eighth grade students in knowledge of vocabulary as well as for the related skill/concept of knowledge of the meaning of words in context.

Reading Comprehension

The student performance data for reading comprehension indicate the existence of a learner need. Additional supportive evidence of this learner need is documented by the lack of attainment of the specified criteria in the related skills/concepts of:

1. Comprehension of words and phrase
2. Comprehension of meaning of ideas
3. Comprehension of main ideas
4. Comprehension of relationships

5. Comprehension of given facts and statements
6. Comprehension of contextual clues
7. Analysis of indefinite or incomplete statements

Item analysis data, listed by reading skill/concept may be found in Tables 11-12.

LANGUAGE

Spelling

Performance Objective 1.1.3

During the spring semester of the eighth grade, Kentucky students will demonstrate knowledge of spelling by attaining an average grade equivalent score equal to or exceeding the criterion (8.7) as measured by the Language/Spelling Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 3.

Sample Assessment Item

Test Situation: Students were asked to look at four words and identify the word that was incorrectly spelled or mark "none" if all four words were spelled correctly.

Item:

a. Slim
b. House
c. Atomobile
d. Spelling
e. None

Results

For the statewide sample, 36 percent of the eighth grade students attained the criterion of 8.7 grade equivalency, and the statewide average grade equivalent score was 7.6.

Specific Skills/Concepts Related to Knowledge of Spelling

1.1.3.1 Knowledge of Correctly and Incorrectly Spelled Words

The expected criterion level for eighth grade students was established at 70 percent. The average percentage of correct items for the eighth grade statewide sample was 61 percent.

Mechanics of Language

Performance Objective 1.1.4

During the spring semester of the eighth grade, Kentucky students will demonstrate application of the mechanics of language by attaining an average grade equivalent score to or exceeding the criterion (8.7) as measured by the Language Mechanics Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 3.

Sample Assessment Items

Test Situation: Students were asked to choose the answer which uses the best punctuation for an underlined part in a sentence. "Best as it is" was chosen if the underlined part was punctuated correctly.

Item: She likes dolls - books, and animals.

a. dolls. Books
b. dolls, books
c. dolls books
d. Best as it is.

Test Situation: Students were also asked to find the mistake in capitalization in underlined parts of sentences. If there was no mistake in capitalization, "none" was marked.

Item:
Bob has four Friends named Jim, Jon,
a. b. c.
Greg, and Bill. None
d. e.

Results

For the statewide sample, 35 percent of the eighth grade students attained the criterion of 8.7 grade equivalency, and the statewide average grade equivalent score was 7.6.

Specific Skills/Concepts Related to Application of the Mechanics of Language

1.1.4.1 Application of Punctuation Skills

The expected criterion level for eighth grade students was established as 74 percent. The average percentage of correct items for the eighth grade statewide sample was 66 percent.

1.1.4.2 Application of Capitalization Skills

The expected criterion level for eighth grade students was established as 61 percent. The average percentage of correct items for the eighth grade statewide sample was 56 percent.

Language Expression

Performance Objective 1.1.5

During the spring semester of the eighth grade, Kentucky students will demonstrate application of language expression by attaining an average grade equivalent score equal to or exceeding the criterion (8.7) as measured by the Language Expression Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 3.

Sample Assessment Item

Test Situation: Students were asked to choose the word or words to fill a blank in a sentence which best expressess the idea presented.

Item: The happy boys ______________ down the street.

a. Stalked
b. Moved
c. Skipped
d. Calmly walked

Results

For the statewide sample, 32 percent of the eighth grade students attained the criterion of 8.7 grade equivalency, and the statewide average grade equivalent score was 7.4.

Specific Skills/Concepts Related to Application of Language Expression

1.1.5.1 Application of Correct Grammatical Usage

The expected criterion level for eighth grade students was established as 70 percent. The average percentage of correct items for the eighth grade statewide sample was 59 percent.

1.1.5.2 Comprehension of Clarity and/or Economy of Expression

The expected criterion level for eighth grade students was established as 52 percent. The average percentage of correct items for the eighth grade statewide sample was 43 percent.

1.1.5.3 Comprehension of the Author's Intention (Word Choice)

The expected criterion level for eighth grade students was established as 70 percent. The average percentage of correct items for the eighth grade statewide sample was 59 percent.

Conclusions - Language Results

Three areas related to the achievement of Kentucky students in language were assessed statewide at the eighth grade level:

1. Knowledge of spelling
2. Application of the mechanics of language
3. Application of language expression

Knowledge of Spelling

The assessment results provide evidence of a learner need for eighth grade students in knowledge of spelling as well as for the related skill/concept of knowledge of correctly and incorrectly spelled words.

Application of the Mechanics of Language

The assessment results for application of the mechanics of language provide evidence of a learner need for eighth grade students. Additional supporting data indicating learner needs in this area are documented for the following related skill/concept areas:

1. Application of punctuation skills
2. Application of capitalization skills

Application of Language Expression

The students' performance data for application of language expression indicate the existence of a learner need. Additional supporting evidence of this learner need is documented by the lack of attainment of the specified criterion in the related skills/concepts of:

1. Application of correct grammatical usage
2. Comprehension, clarity, and/or economy of expression
3. Comprehension of the author's intention

Item analysis data listed by reading skill/concept may be found in Tables 13-15.

ARITHMETIC

Arithmetic Computation

Performance Objective 1.1.6

During the spring semester of the eighth grade, Kentucky students will demonstrate application of arithmetic computation by attaining an average grade equivalent score equal to or exceeding the criterion (8.7) as measured by the Arithmetic Computation Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 3.

Sample Assessment Item

Test Situation: Students were asked to choose the correct answer to problems of addition, subtraction, multiplication, and division.

Item: $6\overline{)426}$

a. 25
b. 32
c. 71
d. 16

Results

For the statewide sample, 35 percent of the eighth grade students attained the criterion of 8.7 grade equivalency, and the statewide average grade equivalent score was 7.7.

Specific Skills/Concepts Related to Application of Arithmetic Computation

1.1.6.1 Application of Addition Skills

The expected criterion level for eighth grade students was established as 76 percent. The average percentage of correct items for the eighth grade statewide sample was 65 percent.

1.1.6.2 Application of Subtraction Skills

The expected criterion level for eighth grade students was established as 70 percent. The average percentage of correct items for the eighth grade statewide sample was 60 percent.

1.1.6.3 Application of Multiplication Skills

The expected criterion level for eighth grade students was established as 73 percent. The average percentage of correct items for the eighth grade statewide sample was 68 percent.

1.1.6.4 Application of Division Skills

The expected criterion level for eighth grade students was established as 73 percent. The average percentage of correct items for the eighth grade statewide sample was 66 percent.

Arithmetic Concepts

Performance Objective 1.1.7

During the spring semester of the eighth grade, Kentucky students will demonstrate comprehension of arithmetic concepts by attaining an average grade equivalent score equal to or exceeding the criterion (8.7) as measured by the Arithmetic Concepts Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 3.

Sample Assessment Item

Test Situation: Students were asked to choose the correct answer for questions relating to various arithmetic concepts.

Item: Seven multiplied by seven is the same as

a. $\sqrt{7}$
b. $7 \cdot 7 \cdot 7$
c. $7 \div 7$
d. 7^2

Results

For the statewide sample, 36 percent of the eighth grade students attained the criterion of 8.7 grade equivalency, and the statewide average grade equivalent score was 7.6.

Specific Skills/Concepts Related to Comprehension of Arithmetic Concepts

1.1.7.1 Knowledge of Arithmetic Concepts

The expected criterion level for eighth grade students was established as 73 percent. The average percentage of correct items for the eighth grade statewide sample was 64 percent.

1.1.7.2 Comprehension of Arithmetic Concepts (Converting Form)

The expected criterion level for eighth grade students was established as 69 percent. The average percentage of correct items for the eighth grade statewide sample was 61 percent.

1.1.7.3 Comprehension of Equations

The expected criterion level for eighth grade students was established as 77 percent. The average percentage of correct items for the eighth grade statewide sample was 73 percent.

1.1.7.4 Comprehension of Comparative Relationships

The expected criterion level for eighth grade students was established as 73 percent. The average percentage of correct items for the eighth grade statewide sample was 62 percent.

1.1.7.5 Analysis of the Components of Arithmetic Problems (Organization)

The expected criterion level for eighth grade students was established as 68 percent. The average percentage of correct items for the eighth grade statewide sample was 60 percent.

Arithmetic Applications

Performance Objective 1.1.8

During the spring semester of the eighth grade, Kentucky students will demonstrate application of skills in solving arithmetic word problems by attaining an average grade equivalent score equal to or exceeding the criterion (8.7) as measured by the Arithmetic Application Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 3.

Sample Assessment Item

Test Situation:	Students were asked to read an arithmetic word problem and to choose the correct answer for that problem.
Item:	John has a board 120 inches long. How long is John's board in feet?

a. 6 feet
b. 1200 feet
c. 12 feet
d. 10 feet

Results

For the statewide sample, 27 percent of the eighth grade students attained the criterion of 8.7 grade equivalency, and the statewide average grade equivalent score was 7.2.

Specific Skills/Concepts Related to Application of Skills in Solving Arithmetic Word Problems

1.1.8.1 Comprehension of Relationships (Ratio, Time, Part-Whole, Sequence, Geometric)

The expected criterion level for eighth grade students was established as 69 percent. The average percentage of correct items for the eighth grade statewide sample was 55 percent.

1.1.8.2 Comprehension of Problem-Solving (Selecting Methods)

The expected criterion level for eighth grade students was established as 70 percent. The average percentage of correct items for the eighth grade statewide sample was 58 percent.

1.1.8.3 Comprehension of Problem-Solving (Correct Solution)

The expected criterion level for eighth grade students was established as 74 percent. The average percentage of correct items for the eight grade statewide sample was 63 percent.

1.1.8.4 Analysis of the Components of Arithmetic Word Problems (Organization)

The expected criterion level for eighth grade students was established as 70 percent. The average percentage of correct items for the eighth grade statewide sample was 57 percent.

Conclusions - Arithmetic Results

Three areas related to the achievement of Kentucky students in arithmetic were assessed statewide at the eighth grade level:

1. Application of arithmetic computation
2. Comprehension of arithmetic concepts
3. Application of skills in solving arithmetic

Application of Arithmetic Computation

The student performance data for arithmetic computation indicate the existence of a learner need. Additional supporting evidence of this learner need is documented by the lack of attainment of the specified criterion in the related skills/concepts of:

1. Application of addition skills
2. Application of subtraction skills
3. Application of multiplication skills
4. Application of division skills

Comprehension of Arithmetic Concepts

The criterion of an average 8.7 grade equivalency was not attained. Consequently, a learner need was indicated.

In addition, the assessment results provide evidence of learner needs for the following skills/concepts related to comprehension of arithmetic concepts:

1. Knowledge of arithmetic concepts
2. Comprehension of arithmetic concepts
3. Comprehension of equations
4. Comprehension of comparative relationships
5. Analysis of the components of arithmetic word problems

Application of Skills in Solving Arithmetic Word Problems

The assessment results for application of skills in solving arithmetic word problems provide evidence of a learner need for eighth grade students. Additional supporting data indicating learner needs in this area are documented for the following related skills/concept areas:

1. Comprehension of relationships (ratio, time, part-whole, sequence, geometric)
2. Comprehension of problem-solving (selecting methods)
3. Comprehension of problem-solving (correct solution)
4. Analysis of the components of arithmetic word problems

Item analysis data listed by arithmetic skills/concepts may be found in Tables 16-18.

SUBGOAL 1.6

Subgoal 1.6: Each citizen of the Commonwealth should be assured the opportunity to understand the resources available and the methods of collecting information.

The sixth subgoal in general education was assessed using the Comprehensive Tests of Basic Skills, Form O, Level 3 in grade 8. A criterion of 8.7 grade equivalency was established as the level of desired performance. The results for Subgoal 1.6 are presented below.

STUDY SKILLS

Reference Materials

Performance Objective 1.6.1

During the spring semester of the eighth grade, Kentucky students will demonstrate knowledge of reference material techniques by attaining an average grade equivalent score equal to or exceeding the criterion (8.7) as measured by the Study Skills/Reference Materials Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 3.

Sample Assessment Item

Test Situation: Students were asked to read various reference materials and choose the correct answer for questions regarding these materials.

Item: (Review of library cards) The oldest book is listed on

a. Card #1.
b. Card #2.
c. Card #3.
d. None of the cards.

Results

For the statewide sample, 39 percent of the eighth grade students attained the criterion of 8.7 grade equivalency, and the statewide average grade equivalent score was 7.7.

Specific Skills/Concepts Related to Knowledge of Reference Material Techniques

1.6.1.1 Knowledge of Dictionary Use

The expected criterion level for eighth grade students was established as 64 percent. The average percentage of correct items for the eighth grade statewide sample was 62 percent.

1.6.1.2 Knowledge of Library Use

The expected criterion level for eighth grade students was established as 67 percent. The average percentage of correct items for the eighth grade statewide sample was 60 percent.

Graphic Materials

Performance Objective 1.6.2

During the spring semester of the eighth grade, Kentucky students will demonstrate comprehension of graphic materials by attaining an average grade equivalent score equal to or exceeding the criterion (8.7) as measured by the Study Skills/Graphic Materials Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 3.

Sample Assessment Item

Test Situation: Students were asked to look at and to use various graphic materials and choose correct answers to questions relating to those materials.

Item: (a graph presenting the population growth by areas in Kentucky) Which area had the greatest population growth from 1960 to 1965?

a. Area I
b. Area II
c. Area III
d. Area IV

Results

For the statewide sample, 37 percent of the eighth grade students attained the criterion of 8.7 grade equivalency, and the statewide average grade equivalent score was 7.7.

Specific Skills/Concepts Related to Comprehension of Graphic Materials

1.6.2.1 Comprehension of Symbols, Legends, and Data Presented in Graphic or Tabular Form

The expected criterion level for eighth grade students was established as 51 percent. The average percentage of correct items for the eighth grade statewide sample was 57 percent.

1.6.2.2 Comprehension of Relationships Presented in Graphic Form

The expected criterion level for eighth grade students was established as 56 percent. The average percentage of correct items for the eighth grade statewide sample was 58 percent.

1.6.2.3 Comprehension of Graphic Data (Draw Conclusions)

The expected criterion level for eighth grade students was established as 52 percent. The average percentage of correct items for the eighth grade statewide sample was 53 percent.

1.6.2.4 Analysis of Graphic Data to Determine Extended Meaning

The expected criterion level for eighth grade students was established as 55 percent. The average percentage of correct items for the eighth grade statewide sample was 54 percent.

Conclusions - Study Skills Results

Two areas related to the achievement of Kentucky students in study skills were assessed statewide at the eighth grade level:

1. Knowledge of reference material techniques
2. Comprehension of graphic materials

Knowledge of Reference Material Techniques

The criterion of 8.7 was not attained by Kentucky students. Therefore, a learner need was evidenced for knowledge of reference material techniques. Additional supporting data indicating learner needs in this area are documented for the following related skills/concepts areas:

1. Knowledge of dictionary use
2. Knowledge of library use

Comprehension of Graphic Materials

The student performance data for comprehension of graphic materials indicate the existence of a learner need. Additional supporting data documents a learner need for the related skill/concept area: analysis of graphic data and determination of extended meaning.

However, the expected criteria were attained in the following areas:

1. Comprehension of symbols, legends, and data presented in graphic and tabular form
2. Comprehension of relationships presented in graphical form
3. Comprehension of graphic data (draw conclusions)
4. Analysis of graphic data to determine extended meaning

Item analysis data listed by study skills/concepts may be reviewed in Tables 19-20.

Eighth Grade - Statewide Profile - General Education Goals

The assessment results for the basic skills areas are described on the following statewide profile, Figure 4 in which the percentage of Kentucky students meeting the criterion of 8.7 for each subtest is reported. If the scores of the sample student group were normally distributed and had met or exceeded the expected criterion level, then 50 percent or more of the students would be expected to score at or above the expected criterion level.

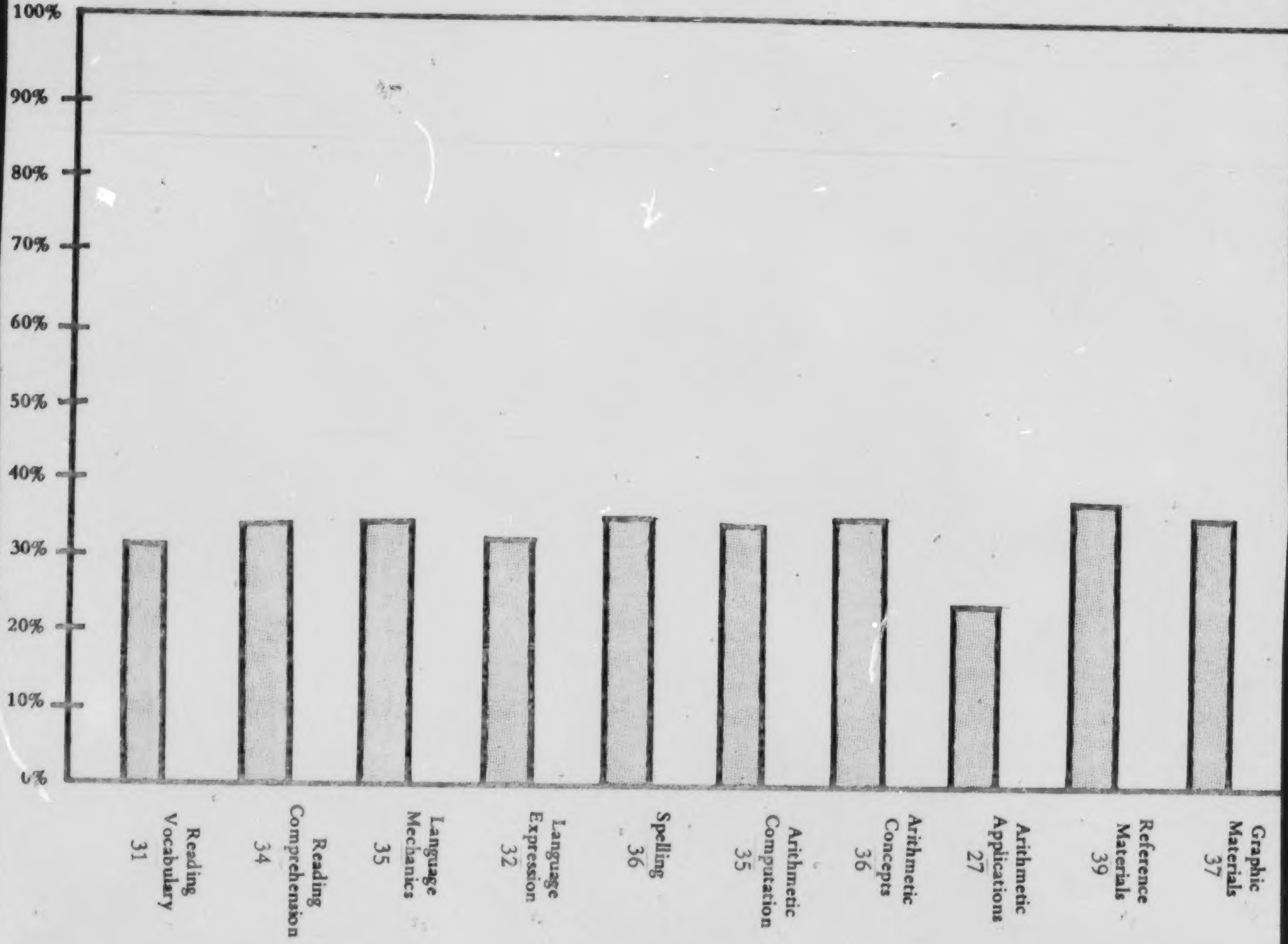

Figure 4

PERCENTAGE PROFILE OF EIGHTH GRADE PUPILS, STATE-WIDE, MEETING THE CRITERION* IN BASIC SKILL AREAS AS MEASURED BY THE COMPREHENSIVE TESTS OF BASIC SKILLS, FORM Q, LEVEL 3

*Criterion=8.7

GRADE 8

TABLES 11-24

TABLE 11

1.0 GENERAL EDUCATION
1.1.1 READING VOCABULARY

Grade 8, CTBS, Form Q, Level 3
Reading Vocabulary Subtest

Goal Number and Description		Number of Items	Criterion G.E.	Kentucky G.E.
1.1.1	Reading Vocabulary	40	8.7	7.4
	% of Pupils Meeting Criterion			31
		Number of Items	Criterion % Correct	Kentucky % Correct
1.1.1.1	Knowledge of the Meaning of Words in Context	40	69	59
	Item Analysis Information for 1.1.1.1	Item Number		
		1	87	87
		2	88	83
		3	83	77
		4	84	83
		5	81	78
		6	80	68
		7	80	69
		8	80	73
		9	80	69
		10	79	65
		11	85	74
		12	78	68
		13	83	82
		14	74	65
		15	77	60
		16	72	49
		17	70	57
		18	72	58
		19	63	51
		20	75	60
		21	73	56
		22	84	81
		23	59	40
		24	64	57
		25	60	56
		26	49	41
		27	60	45
		28	49	37
		29	73	56
		30	73	59
		31	64	52
		32	44	26
		33	58	48
		34	54	40
		35	59	45
		36	67	41
		37	64	61
		38	41	33
		39	54	44
		40	57	34

TABLE 12

1.1.2 READING COMPREHENSION

Grade 8, CTBS, Form Q, Level 3
Reading Comprehension Subtest

Goal Number and Description		Number of Items	Criterion G.E.	Kentucky G.E.
1.1.2	Reading Comprehension	45	8.7	7.4
	% of Pupils Meeting Criterion			34
		Number of Items	Criterion % Correct	Kentucky % Correct
1.1.2.1	Comprehension of Words and Phrases (Simple Rewording)	6	72	64
	Item Analysis Information for 1.1.2.1	Item Number		
		6	68	55
		8	84	79
		10	86	79
		19	73	66
		27	63	57
		29	58	50
		Number of Items		
1.1.2.2.	Comprehension of the Meaning of Ideas (Paraphrasing)	9	71	61
	Item Analysis Information for 1.1.2.2	Item Number		
		5	44	28
		12	68	46
		13	74	75
		14	84	76
		24	81	71
		36	61	49
		42	82	70
		43	68	58
		44	78	74
		Number of Items		
1.1.2.3	Comprehension of Main Ideas	7	65	52
	Item Analysis Information for 1.1.2.3	Item Number		
		2	84	80
		11	84	77
		20	47	30
		26	55	32
		34	68	47
		38	63	52
		45	56	43

TABLE 12 (continued)

1.1.2 READING COMPREHENSION

Goal Number and Description		Number of Items	Criterion % Correct	Kentucky % Correct
1.1.2.4	Comprehension of Relationships	7	63	55
	Item Analysis Information for 1.1.2.4	Item Number		
		9	67	57
		21	79	75
		35	68	65
		37	45	34
		39	58	53
		40	56	42
		41	70	52
		Number of Items		
1.1.2.5	Comprehension of Given Facts and Statement (Drawing Conclusions)	5	69	60
	Item Analysis Information for 1.1.2.5	Item Number		
		16	70	68
		17	69	56
		18	63	57
		28	85	74
		33	59	64
		Number of Items		
1.1.2.6	Comprehension of Contextual Clues (Inference)	6	69	60
	Item Analysis Information for 1.1.2.6	Item Number		
		1	74	78
		3	73	67
		22	77	65
		23	64	49
		30	48	38
		32	78	63
		Number of Items		
1.1.2.7	Analysis of Indefinite or Incomplete Statements (Extended Meaning)	5	68	60
	Item Analysis Information for 1.1.2.7	Item Number		
		4	69	63
		7	78	73
		15	79	72
		25	70	54
		31	45	36

TABLE 13

1.1.3 LANGUAGE/SPELLING

Grade 8, CTBS, Form Q, Level 3
Language/Spelling Subtest

Goal Number and Description		Number of Items	Criterion G.E.	Kentucky G.E.
1.1.3	Language/Spelling	30	8.7	7.6
	% of Pupils Meeting Criterion			36
		Number of Items	Criterion % Correct	Kentucky % Correct
1.1.3.1	Knowledge of Correctly and Incorrectly Spelled Words	30	70	59
	Item Analysis Information for 1.1.3.1	Item Number		
		1	90	86
		2	79	74
		3	89	80
		4	82	76
		5	83	73
		6	79	74
		7	83	75
		8	76	63
		9	82	69
		10	81	77
		11	78	73
		12	70	55
		13	70	54
		14	77	71
		15	78	67
		16	66	51
		17	63	49
		18	69	56
		19	64	53
		20	61	52
		21	59	44
		22	61	52
		23	61	44
		24	55	43
		25	68	52
		26	63	19
		27	57	45
		28	58	47
		29	41	29
		30	48	33

TABLE 14

1.1.4 LANGUAGE/MECHANICS

Grade 8, CTBS, Form Q, Level 3
Language Mechanics Subtest

Goal Number and Description		Number of Items	Criterion G.E.	Kentucky G.E.
1.1.4	Language Mechanics	25	8.7	7.6
	% of Pupils Meeting Criterion			35
		Number of Items	Criterion % Correct	Kentucky % Correct
1.1.4.1	Application of Punctuation Skills	13	74	66
	Item Analysis Information for 1.1.4.1	Item Number		
		1	83	75
		2	66	68
		3	70	53
		4	61	63
		5	66	49
		6	75	66
		7	75	69
		8	70	64
		9	78	73
		10	81	73
		11	75	62
		12	77	68
		13	89	80
		Number of Items		
1.1.4.2	Application of Capitalization Skills	12	61	56
	Item Analysis Information for 1.1.4.2	Item Number		
		14	71	66
		15	64	55
		16	43	30
		17	61	63
		18	56	55
		19	60	59
		20	72	77
		21	77	77
		22	56	50
		23	66	60
		24	53	37
		25	57	43

TABLE 15

1.1.5 LANGUAGE EXPRESSION

Grade 8, CTBS, Form Q, Level 3
Language Expression Subtest

Goal Number and Description		Number of Items	Criterion G.E.	Kentucky G.E.
1.1.5	Language Expression	30	8.7	7.4
	% of Pupils Meeting Criterion			32
		Number of Items	Criterion % Correct	Kentucky % Correct
1.1.5.1	Application of Correct Grammatical Usage	10	70	59
	Item Analysis Information for 1.1.5.1	Item Number		
		26	57	55
		27	65	54
		28	90	81
		29	88	84
		30	63	53
		31	54	40
		32	66	47
		33	58	36
		34	88	82
		35	72	62
		Number of Items		
1.1.5.2	Comprehension of Clarity and/or Economy of Expression	10	52	43
	Item Analysis Information for 1.1.5.2	Item Number		
		46	60	56
		47	63	60
		48	72	63
		49	55	49
		50	41	28
		51	43	33
		52	24	23
		53	49	45
		54	44	29
		55	66	48
		Number of Items		
1.1.5.3	Comprehension of the Author's Intention (Word Choice)	10	70	59
	Item Analysis Information for 1.1.5.3	Item Number		
		36	57	41
		37	69	47
		38	70	58
		39	76	65
		40	70	56
		41	61	42
		42	70	68
		43	79	71
		44	74	62
		45	73	72

TABLE 16

1.1.6 ARITHMETIC COMPUTATION

Grade 8, CTBS, Form Q, Level 3
Arithmetic Computation Subtest

Goal Number and Description		Number of Items	Criterion G. E.	Kentucky G. E.
1.1.6	Arithmetic Computation	48	8.7	7.7
	% of Pupils Meeting Criterion			35
		Number of Items	Criterion % Correct	Kentucky % Correct
1.1.6.1	Application of Addition Skills	12	76	65
	Item Analysis Information for 1.1.6.1	Item Number		
		1	92	93
		2	92	90
		3	85	84
		4	61	61
		17	71	51
		18	77	62
		19	73	51
		20	75	56
		33	70	54
		34	78	70
		35	72	54
		36	61	50
		Number of Items		
1.1.6.2	Application of Subtraction Skills	12	70	60
	Item Analysis Information for 1.1.6.2	Item Number		
		5	86	84
		6	82	85
		7	68	71
		8	54	48
		21	78	60
		22	66	47
		23	76	61
		24	78	65
		37	62	49
		38	55	42
		39	57	38
		40	75	68

TABLE 16 (continued)

1.1.6 ARITHMETIC COMPUTATION

Goal Number and Description		Number of Items	Criterion % Correct	Kentucky % Correct
1.1.6.3	Application of Multiplication Skills	12	73	68
	Item Analysis Information for 1.1.6.3	Item Number		
		9	79	76
		10	85	85
		11	82	79
		12	78	76
		25	82	77
		26	78	73
		27	74	62
		28	72	61
		41	66	64
		42	60	55
		43	64	58
		44	55	47
		Number of Items		
1.1.6.4	Application of Division Skills	12	73	66
	Item Analysis Information for 1.1.6.4	Item Number		
		13	92	91
		14	86	87
		15	81	75
		16	78	69
		29	77	74
		30	85	80
		31	73	67
		32	61	51
		45	54	46
		46	54	44
		47	65	52
		48	69	54

TABLE 17

1.1.7 ARITHMETIC CONCEPTS

Grade 8, CTBS, Form Q, Level 3
Arithmetic Concepts Subtest

Goal Number and Description		Number of Items	Criterion G.E.	Kentucky G.E.
1.1.7	Arithmetic Concepts	30	8.7	7.6
	% of Pupils Meeting Criterion			36
		Number of Items	Criterion % Correct	Kentucky % Correct
1.1.7.1	Knowledge of Arithmetic Concepts	6	73	64
	Item Analysis Information for 1.1.7.1	Item Number		
		2	75	63
		5	80	64
		10	84	83
		17	72	66
		21	66	50
		24	61	57
		Number of Items		
1.1.7.2	Comprehension of Arithmetic Concepts (Converting Form)	8	69	61
	Item Analysis Information for 1.1.7.2	Item Number		
		1	89	90
		16	67	59
		19	73	63
		23	69	58
		25	63	56
		27	57	43
		28	73	65
		30	62	55

TABLE 17 (continued)

1.1.7 ARITHMETIC CONCEPTS

Goal Number and Description		Number of Items	Criterion % Correct	Kentucky % Correct
1.1.7.3	Comprehension of Equations	3	77	73
	Item Analysis Information for 1.1.7.3	Item Number		
		3	85	80
		8	76	73
		18	69	65
		Number of Items		
1.1.7.4	Comprehension of Comparative Relationships	4	73	62
	Item Analysis Information for 1.1.7.4	Item Number		
		4	81	78
		13	79	72
		20	67	52
		22	64	44
		Number of Items		
1.1.7.5	Analysis of the Components of Arithmetic Problems (Organization)	9	68	60
	Item Analysis Information for 1.1.7.5	Item Number		
		6	79	72
		7	69	60
		9	81	79
		11	72	57
		12	64	66
		14	71	63
		15	72	58
		26	57	42
		29	51	46

TABLE 18

1.1.8 ARITHMETIC APPLICATIONS

Grade 8, CTBS, Form Q, Level 3
Arithmetic Applications Subtest

Goal Number	and Description	Number of Items	Criterion G.E.	Kentucky G.E.
1.1.8	Arithmetic Applications	20	8.7	7.2
	% of Pupils Meeting Criterion			27
		Number of Items	Criterion % Correct	Kentucky % Correct
1.1.8.1	Comprehension of Relationships (Ratio, Time, Part-Whole, Sequence, Geometric)	6	69	55
	Item Analysis Information for 1.1.8.1	Item Number		
		33	71	59
		34	82	75
		35	61	39
		38	68	54
		39	54	35
		40	79	67
		Number of Items		
1.1.8.2	Comprehension of Problem-Solving (Selecting Methods)	4	70	58
	Item Analysis Information for 1.1.8.2	Item Number		
		37	85	78
		43	72	63
		45	67	54
		50	54	36
		Number of Items		
1.1.8.3	Comprehension of Problem-Solving (Correct Solution)	6	74	63
	Item Analysis Information for 1.1.8.3	Item Number		
		31	82	83
		32	82	81
		36	79	68
		42	72	45
		46	65	58
		48	64	41
		Number of Items		
1.1.8.4	Analysis of the Components of Arithmetic Word Problems	4	70	57
	Item Analysis Information for 1.1.8.4	Item Number		
		41	78	71
		44	78	54
		47	69	58
		49	59	43

TABLE 19

1.6.1 STUDY SKILLS/REFERENCE MATERIALS

Grade 8, CTBS, Form Q, Level 3
Study Skills/Reference Materials Subtest

Goal Number	and Description	Number of Items	Criterion G.E.	Kentucky G.E.
1.6.1	Study Skills/Reference Materials	20	8.7	7.7
	% of Pupils Meeting Criterion			39
		Number of Items	Criterion % Correct	Kentucky % Correct
1.6.1.1	Knowledge of Dictionary Use	5	64	62
	Item Analysis Information for 1.6.1.1	Item Number		
		16	64	58
		17	68	63
		18	67	63
		19	64	68
		20	56	57
		Number of Items		
1.6.1.2	Knowledge of Library Use	15	67	60
	Item Analysis Information for 1.6.1.2	Item Number		
		1	62	60
		2	78	68
		3	59	58
		4	56	54
		5	67	57
		6	50	53
		7	69	57
		8	74	69
		9	83	73
		10	70	68
		11	78	70
		12	71	60
		13	60	45
		14	62	55
		15	65	59

TABLE 20

1.6.2 STUDY SKILLS/GRAPHIC MATERIALS

Grade 8, CTBS, Form Q, Level 3
Study Skills/Graphic Materials Subtest

Goal Number and Description		Number of Items	Criterion G.E.	Kentucky G.E.
1.6.2	Study Skills/Graphic Materials	30	8.7	7.7
	% of Pupils Meeting Criterion			37
		Number of Items	Criterion % Correct	Kentucky % Correct
1.6.2.1	Comprehension of Symbols, Legends, and Data Presented in Graphic or Tabular Form	5	51	57
	Item Analysis Information for 1.6.2.1	Item Number		
		21	63	75
		37	54	59
		38	47	53
		48	46	47
		50	47	51
		Number of Items		
1.6.2.2	Comprehension of Relationships Presented in Graphical Form	10	56	58
	Item Analysis Information for 1.6.2.2	Item Number		
		23	76	83
		24	73	67
		26	65	67
		30	46	42
		35	47	44
		36	39	44
		39	49	53
		40	56	62
		46	54	53
		47	59	63

TABLE 20 (continued)

1.6.2 STUDY SKILLS/GRAPHIC MATERIALS

Goal Number and Description		Number of Items	Criterion % Correct	Kentucky % Correct
1.6.2.3	Comprehension of Graphic Data (Drawing Conclusions)	10	52	53
	Item Analysis Information for 1.6.2.3	Item Number		
		22	6[illegible]	68
		25	53	53
		27	56	47
		29	44	44
		34	52	55
		41	67	68
		42	32	29
		43	40	33
		44	64	68
		49	50	62
		Number of Items		
1.6.2.4	Analysis of Graphic Data and Determination of Extended Meaning	5	55	54
	Item Analysis Information for 1.6.2.4	Item Number		
		28	46	44
		31	75	80
		32	53	54
		33	51	50
		45	48	42

TABLE 21

3.0 HUMAN RELATIONSHIPS

Grade 8, Kentucky Quality Education Questionnaire

Goal Number and Description	Number of Items	Number of Students	Number of Pupils Responding Percent of Pupils Responding					
3.0 Human Relationships	61	4985	A	B	C	D	E	NR
3.1 Knowledge of One's Self in Relation to Capabilities and Interests	12							
Summary Data for 3.1	Item Number							
	33		1182	2820	727	240		16
			24%	57%	15%	5%		0%
	34		1467	2924	404	176		14
			29%	59%	8%	4%		0%
	35		1171	1351	1833	618		12
			23%	27%	37%	12%		0%
	36		384	837	2027	1725		12
			8%	17%	41%	35%		0%
	37		262	364	1602	2740		17
			5%	7%	32%	55%		0%
	38		597	803	1305	2252		28
			12%	16%	26%	45%		1%
	39		2565	1500	571	310		39
			51%	30%	11%	6%		1%
	40		2347	1514	656	440		28
			47%	30%	13%	9%		1%
	41		518	626	1265	2553		23
			10%	13%	25%	51%		0%
	42		823	2019	1352	766		25
			17%	41%	27%	15%		1%
	43		943	2415	1133	503		11
			19%	48%	22%	10%		0%
	44		433	782	1989	1767		14
			9%	16%	40%	35%		0%

TABLE 21

3.0 HUMAN RELATIONSHIPS (continued)

Goal Number and Description		Number of Items	Number of Students	Number of Pupils Responding Percent of Pupils Responding					
3.0	Human Relationships	61	4985	A	B	C	D	E	NR
3.2	Understanding the Worth and Dignity of Other People	10							
	Summary Data for 3.2	Item Number							
		45		464	969	1896	1623		33
				9%	19%	38%	33%		1%
		46		1981	2058	716	218		12
				40%	41%	14%	4%		0%
		49		2108	2041	531	281		24
				42%	41%	11%	6%		0%
		50		1166	2117	1068	588		46
				23%	42%	21%	12%		1%
		51		2210	2180	354	217		24
				44%	44%	7%	4%		0%
		52		2668	1732	389	168		28
				54%	35%	8%	3%		1%
		53		714	2141	1433	658		39
				14%	43%	29%	13%		1%
		54		358	714	2319	1541		53
				7%	14%	47%	31%		1%
		55		249	332	1445	2928		31
				5%	7%	29%	59%		1%
		56		551	1611	1727	1057		39
				11%	32%	35%	21%		1%
		Number of Items							
3.3	Ability to Work with and Relate to Other Individuals and Groups	7							
	Summary Data for 3.3	Item Number							
		123		1739	1228	1616	339		63
				35%	25%	32%	7%		1%
		124		419	1727	2018	755		66
				8%	35%	40%	15%		1%

TABLE 21

3.0 HUMAN RELATIONSHIPS (continued)

Goal Number and Description	Number of Items	Number of Students	Number of Pupils Responding Percent of Pupils Responding					
3.0 Human Relationships	61	4985	A	B	C	D	E	NR
Summary Data for 3.3 (Cont.)	Item Number							
	125		470	3543	547	361		64
			9%	71%	11%	7%		1%
	126		2029	709	1428	744		75
			41%	14%	29%	15%		2%
	127		853	1597	1468	984		83
			17%	32%	29%	20%		2%
	129		1296	365	1095	2137		92
			26%	7%	22%	43%		2%
	130		264	1276	1631	1744		70
			5%	26%	33%	35%		1%
	Number of Items							
3.4 Appreciation of Our Culture and Those Attributes Which Have Enabled Man to Survive and Accomplish	32							
Summary Data for 3.4	Item Number							
	1		1713	1209	2054			9
			34%	24%	41%			0%
	2		408	574	3994			9
			8%	12%	80%			0%
	3		1314	1252	2405			14
			26%	25%	48%			0%
	4		2155	1194	1621			15
			43%	24%	33%			0%
	5		514	723	3734			14
			10%	15%	75%			0%
	6		2731	1296	942			16
			55%	26%	19%			0%
	7		324	475	4170			16
			6%	10%	84%			0%

TABLE 21

3.0 HUMAN RELATIONSHIPS (continued)

Goal Number and Description	Number of Items	Number of Students	Number of Pupils Responding Percent of Pupils Responding					
3.0 Human Relationships	61	4985	A	B	C	D	E	NR
Summary Data for 3.4 (Cont.)	Item Number							
	8		3025	1181	766			13
			61%	24%	15%			0%
	9		355	334	4280			16
			7%	7%	86%			0%
	10		2377	1359	1236			13
			48%	27%	25%			0%
	11		1757	1639	1580			9
			35%	33%	32%			0%
	12		691	873	3408			13
			14%	18%	68%			0%
	13		1738	1111	2115			21
			35%	22%	42%			0%
	14		3869	719	373			24
			78%	14%	7%			0%
	15		3555	833	579			18
			71%	17%	12%			0%
	16		2585	1146	1234			20
			52%	23%	25%			0%
	17		888	1350	2731			16
			18%	27%	55%			0%
	18		1887	1004	2076			18
			38%	20%	42%			0%
	19		3376	1149	441			19
			68%	23%	9%			0%
	20		1140	849	2980			16
			23%	17%	60%			0%
	21		3014	953	1013			5
			60%	19%	20%			0%
	22		2274	1074	1623			14
			46%	22%	33%			0%

TABLE 21

3.0 HUMAN RELATIONSHIPS (continued)

Goal Number and Description	Number of Items	Number of Students	Number of Pupils Responding Percent of Pupils Responding					
3.0 Human Relationships	61	4985	A	B	C	D	E	NR
Summary Data for 3.4 (Cont.)	Item Number							
	23		3504	971	503			7
			70%	19%	10%			0%
	24		2094	1107	1772			12
			42%	22%	36%			0%
	25		3334	901	737			13
			67%	18%	15%			0%
	26		1630	1644	1693			18
			33%	33%	34%			0%
	27		552	878	3546			9
			11%	18%	71%			0%
	28		1579	1127	2264			15
			32%	23%	45%			0%
	29		1347	1169	2455			14
			27%	23%	49%			0%
	30		2834	988	1151			12
			57%	20%	23%			0%
	31		3000	970	1008			7
			60%	19%	20%			0%
	32		2866	1114	995			10
			57%	22%	20%			0%

TABLE 22

4.0 CITIZENSHIP

Grade 8, Kentucky Quality Education Questionnaire

Goal Number and Description		Number of Items	Number of Students	Number of Pupils Responding / Percent of Pupils Responding					
				A	B	C	D	E	NR
4.0	Citizenship	49	4985						
4.1	Understanding the Necessity for Structured Social and Political Organizations	18							
	Summary Data for 4.1	Item Number							
		75		928	942	2811			304
				19%	19%	56%			6%
		76		986	1748	1917			334
				20%	35%	38%			7%
		77		1406	1087	2142			350
				28%	22%	43%			7%
		81		1919	1152	1408			506
				38%	23%	28%			10%
		82		1514	1323	1596			552
				30%	27%	32%			11%
		83		1223	1354	1831			577
				25%	27%	37%			12%
		84		1792	1231	1303			659
				36%	25%	26%			13%
		85		1429	1364	1503			689
				29%	27%	30%			14%
		86		3269	669	351			696
				66%	13%	7%			14%
		131		1621	901	852	1513		98
				33%	18%	17%	30%		2%
		135		977	827	906	2173		102
				20%	17%	18%	44%		2%
		137		975	1834	1436	599		141
				20%	37%	29%	12%		3%
		140		744	1275	825	1971		170
				15%	26%	17%	40%		3%

15

1.0
2.8
2.5
3.2
2.2
2.0
1.1
1.8
1.25
1.4
1.6

TABLE 22

4.0 CITIZENSHIP (continued)

Goal Number and Description	Number of Items	Number of Students	Number of Pupils Responding Percent of Pupils Responding					
4.0 Citizenship	49	4985	A	B	C	D	E	NR
Summary Data for 4.1 (Cont.)	Item Number							
	146		610	1080	2211	823		261
			12%	22%	44%	17%		5%
	147		622	1544	817	1757		245
			12%	31%	16%	35%		5%
	149		1363	682	761	1917		262
			27%	14%	15%	38%		5%
	150		1125	808	1728	977		347
			23%	16%	35%	20%		7%
	Number of Items							
4.3 Knowledge of the Interdependence of the Individual's Rights and Responsibilities in a Democracy	20							
Summary Data for 4.3	Item Number							
	69		1028	2586	1154			217
			21%	52%	23%			4%
	70		2480	1608	653			244
			50%	32%	13%			15%
	71		2401	1823	545			216
			48%	37%	11%			4%
	72		1791	1992	961			241
			36%	40%	19%			5%
	73		2170	1899	659			257
			44%	38%	13%			5%
	74		1878	2073	763			271
			38%	42%	15%			5%
	78		1566	1378	1619			422
			31%	28%	32%			8%
	79		1504	1564	1472			445
			30%	31%	30%			9%

TABLE 22

4.0 CITIZENSHIP (continued)

Goal Number and Description	Number of Items	Number of Students	Number of Pupils Responding Percent of Pupils Responding					
4.0 Citizenship	49	4985	A	B	C	D	E	NR
Summary Data for 4.3 (Cont.)	Item Number							
	80		2164	1434	929			458
			43%	29%	19%			9%
	87		1952	1130	1158			745
			39%	23%	23%			15%
	88		1159	1642	1423			761
			23%	33%	29%			15%
	89		1100	1702	1418			765
			22%	34%	38%			15%
	134		596	1929	1076	1277		107
			12%	39%	22%	26%		2%
	136		405	1110	2804	552		114
			8%	22%	56%	11%		2%
	139		764	1162	2432	422		205
			15%	23%	49%	8%		4%
	142		749	673	696	2687		180
			15%	14%	14%	54%		4%
	148		967	830	926	2015		247
			19%	17%	19%	40%		5%
	157		4147	725				113
			83%	15%				2%
	158		2320	2542				123
			47%	51%				2%
	159		779	4091				115
			16%	82%				2%

TABLE 22

4.0 CITIZENSHIP (continued)

Goal Number and Description		Number of Items	Number of Students	A	B	C	D	E	NR
4.0	Citizenship	49	4985						
4.7	Understanding the Relationship of Historical Occurrences to Present and Future Planning	8							
	Summary Data for 4.7	Item Number							
		141		733	2794	679	588		191
				15%	56%	14%	12%		4%
		144		1131	1046	2136	457		215
				23%	21%	43%	9%		4%
		145		801	2295	925	732		232
				16%	46%	19%	15%		5%
		151		2837	2030				118
				57%	41%				2%
		152		1929	2954				102
				39%	59%				2%
		154		1483	3396				106
				30%	68%				2%
		155		2952	1918				115
				59%	38%				2%
		156		2852	2016				117
				57%	40%				2%
		Number of Items							
4.8	Knowledge of International Relationships	3							
	Summary Data for 4.8	Item Number							
		132		654	829	1176	2201		125
				13%	17%	24%	44%		3%
		133		869	1282	746	1938		150
				17%	26%	15%	39%		3%
		138		763	822	837	2402		161
				15%	16%	17%	48%		3%

Columns A–NR: Number of Pupils Responding / Percent of Pupils Responding

TABLE 23

5.0 CRITICAL, CREATIVE, AND CONSTRUCTIVE THINKING

Grade 8, Kentucky Quality Education Questionnaire

Goal Number and Description	Number of Items	Number of Students	Number of Pupils Responding Percent of Pupils Responding					
			A	B	C	D	E	NR
5.0 Critical, Creative, and Constructive Thinking	75	4985						
5.1 Ability to Examine Constructively and Creatively	13							
Summary Data for 5.1	Item Number							
	90		2958	714	1299			14
			59%	14%	26%			0%
	91		1448	1236	2271			30
			29%	25%	46%			1%
	92		2957	774	1228			26
			59%	16%	25%			1%
	93		976	3191	775			43
			20%	64%	16%			1%
	94		821	1876	2253			35
			16%	38%	45%			1%
	95		2827	1221	893			44
			57%	24%	18%			1%
	96		3088	883	982			32
			62%	18%	20%			1%
	97		1052	1206	2678			49
			21%	24%	54%			1%
	98		950	2511	1484			40
			19%	50%	30%			1%
	99		1012	2020	1895			58
			20%	41%	38%			1%
	100		3748	884	321			32
			75%	18%	6%			1%
	101		3477	980	485			43
			70%	20%	10%			1%
	102		3358	857	740			30
			67%	17%	15%			1%

TABLE 23

5.0 CRITICAL, CREATIVE, AND CONSTRUCTIVE THINKING (continued)

Goal Number and Description		Number of Items	Number of Students	Number of Pupils Responding Percent of Pupils Responding					
5.0	Critical, Creative, and Constructive Thinking	75	4985	A	B	C	D	E	NR
5.2	Development of Creative Talents	12							
	Summary Data for 5.2	Item Number							
		57		1378	1101	1456	799	195	56
				28%	22%	29%	16%	4%	1%
		58		2752	957	404	330	484	58
				55%	19%	8%	7%	10%	1%
		59		2038	1005	926	391	541	84
				41%	20%	19%	8%	11%	2%
		60		2382	1288	643	255	350	67
				48%	26%	13%	5%	7%	1%
		61		1532	1360	1291	537	193	72
				48%	27%	26%	11%	4%	1%
		62		1485	1528	1059	580	241	92
				30%	31%	21%	12%	5%	2%
		63		1170	1703	1377	392	239	104
				23%	34%	28%	8%	5%	2%
		64		1194	1349	1024	1039	269	110
				24%	27%	21%	21%	5%	2%
		65		1795	2025	569	251	226	119
				36%	41%	11%	5%	5%	2%
		66		1764	1389	1306	228	163	135
				35%	28%	26%	5%	3%	3%
		67		933	1007	2030	429	429	157
				19%	20%	41%	9%	9%	3%
		68		632	1702	1949	269	282	151
				13%	34%	39%	5%	6%	3%

TABLE 23

5.0 CRITICAL, CREATIVE, AND CONSTRUCTIVE THINKING (continued)

Goal Number and Description	Number of Items	Number of Students	A	B	C	D	E	NR
			Number of Pupils Responding Percent of Pupils Responding					
5.0 Critical, Creative, and Constructive Thinking	75	4985	A	B	C	D	E	NR
5.3 Respect for Creative Contributions of Others	32							
Summary Data for 5.3	Item Number							
	1		1713	1209	2054			9
			34%	24%	51%			0%
	2		408	574	3994			9
			8%	12%	80%			0%
	3		1314	1252	2405			14
			26%	25%	48%			0%
	4		2155	1194	1621			15
			43%	24%	33%			0%
	5		514	723	3734			14
			10%	15%	75%			0%
	6		2731	1296	942			16
			55%	26%	19%			0%
	7		324	475	4170			16
			6%	10%	84%			0%
	8		3025	1181	766			13
			61%	24%	15%			0%
	9		355	334	4280			16
			7%	7%	86%			0%
	10		2377	1359	1236			13
			48%	27%	25%			0%
	11		1757	1639	1580			9
			35%	33%	32%			0%
	12		691	873	3408			13
			14%	18%	68%			0%
	13		1738	1111	2115			21
			35%	22%	42%			0%
	14		3869	719	373			24
			78%	14%	7%			0%

TABLE 23

5.0 CRITICAL, CREATIVE, AND CONSTRUCTIVE THINKING (continued)

Goal Number and Description	Number of Items	Number of Students	Number of Pupils Responding Percent cf Pupils Responding					
5.0 Critical, Creative, and Constructive Thinking	75	4985	A	B	C	D	E	NR
Summary Data for 5.3 (Cont.)	Item Number							
	15		3555	833	579			18
			71%	17%	12%			0%
	16		2585	1146	1234			20
			52%	23%	25%			0%
	17		888	1350	2731			16
			18%	27%	55%			0%
	18		1887	1004	2076			18
			38%	20%	42%			0%
	19		3376	1149	441			19
			68%	23%	9%			0%
	20		1140	849	2980			16
			23%	17%	60%			0%
	21		3014	953	1013			5
			60%	19%	20%			0%
	22		2274	1074	1624			14
			46%	22%	33%			0%
	23		3504	971	503			7
			70%	19%	10%			0%
	24		2094	1107	1772			12
			42%	22%	36%			0%
	25		3334	901	737			13
			67%	18%	15%			0%
	26		1630	1644	1693			18
			33%	33%	34%			0%
	27		552	878	3546			9
			11%	18%	71%			0%
	28		1579	1127	2264			15
			32%	23%	45%			0%
	29		1347	1169	2455			14
			27%	23%	49%			0%

TABLE 23

5.0 CRITICAL, CREATIVE, AND CONSTRUCTIVE THINKING (continued)

Goal Number and Description	Number of Items	Number of Students	Number of Pupils Responding Percent of Pupils Responding					
			A	B	C	D	E	NR
5.0 Critical, Creative, and Constructive Thinking	75	4985						
Summary Data for 5.3 (Cont.)	Item Number							
	30		2834	988	1151			12
			57%	20%	23%			0%
	31		3000	970	1008			7
			60%	19%	20%			0%
	32		2866	1114	995			10
			57%	22%	20%			0%
	Number of Items							
5.4 Application of the Logical Processes	8							
Summary Data for 5.4	Item Number							
	103		2068	2381	483			53
			41%	48%	10%			1%
	104		2799	1344	766			76
			56%	27%	15%			2%
	107		1729	1989	1187			80
			35%	40%	24%			2%
	108		1496	2138	1257			94
			30%	43%	25%			2%
	109		1496	1704	1660			125
			30%	34%	33%			3%
	110		1142	2677	1093			73
			23%	54%	22%			1%
	111		1986	1906	1024			69
			40%	38%	21%			1%
	112		2547	1181	1182			75
			51%	24%	24%			2%

TABLE 23

5.0 CRITICAL, CREATIVE, AND CONSTRUCTIVE THINKING (continued)

Goal Number and Description	Number of Items	Number of Students	Number of Pupils Responding Percent of Pupils Responding					
5.0 Critical, Creative, and Constructive Thinking	75	4985	A	B	C	D	E	NR
5.5 Critical Awareness of the Less Obvious Qualities or Conditions which Contribute to Total Understanding	10							
Summary Data for 5.5	Item Number							
	113		1968	1028	1064	453	427	45
			39%	21%	21%	9%	9%	1%
	114		436	602	612	672	2611	52
			9%	12%	12%	13%	52%	1%
	115		1170	1625	1344	438	348	60
			23%	33%	27%	9%	7%	1%
	116		1010	1216	1244	811	630	74
			20%	24%	25%	16%	13%	1%
	117		1161	1590	1108	651	409	66
			23%	32%	22%	13%	8%	1%
	118		1377	1752	1186	398	196	76
			28%	35%	24%	8%	4%	2%
	119		836	1564	1611	556	330	88
			17%	31%	32%	11%	7%	2%
	120		397	669	1329	992	1537	61
			8%	13%	27%	20%	31%	1%
	121		383	1006	1658	954	910	74
			8%	20%	33%	19%	18%	1%
	122		1408	1268	1099	602	544	64
			28%	25%	22%	12%	11%	1%

TABLE 24

8.0 CULTURAL APPRECIATION

Grade 8, Kentucky Quality Education Questionnaire

Goal Number and Description	Number of Items	Number of Students	Number of Pupils Responding Percent of Pupils Responding A	B	C	D	E	NR
8.0 Cultural Appreciation	32	4985						
8.1 Acquisition of Knowledge of Art, Musical, Literary, and Drama Forms	11							
Summary Data for 8.1	Item Number							
	4		2155 43%	1194 24%	1621 33%			15 0%
	10		2377 48%	1359 27%	1236 25%			13 0%
	11		1757 35%	1639 33%	1580 32%			9 0%
	12		691 14%	873 18%	3408 68%			13 0%
	13		1738 35%	1111 22%	2115 42%			21 0%
	15		3555 71%	883 17%	579 12%			18 0%
	20		1140 23%	849 17%	2980 60%			16 0%
	24		2094 42%	1107 22%	1772 36%			12 0%
	29		1347 27%	1169 23%	2455 49%			14 0%
	31		3000 60%	970 19%	1008 20%			7 0%
	32		2866 57%	1114 22%	995 20%			10 0%

TABLE 24

8.0 CULTURAL APPRECIATION (continued)

Goal Number and Description	Number of Items	Number of Students	Number of Pupils Responding Percent of Pupils Responding					
8.0 Cultural Appreciation	32	4985	A	B	C	D	E	NR
8.2 Understanding of and Value for the Historical and Cultural Heritage	14							
Summary Data for 8.2	Item Number							
	1		1713 34%	1209 24%	2054 41%			9 0%
	4		2155 43%	1194 24%	1621 33%			15 0%
	7		324 6%	475 10%	4170 84%			16 0%
	8		3025 61%	1181 24%	766 15%			13 0%
	10		2377 48%	1359 27%	1236 25%			13 0%
	11		1757 35%	1639 33%	1580 32%			9 0%
	15		3555 71%	833 17%	579 12%			18 0%
	18		1887 38%	1004 20%	2076 42%			18 0%
	20		1140 23%	849 17%	2980 60%			16 0%
	21		3014 60%	953 19%	1013 20%			5 0%
	23		3504 70%	971 19%	503 10%			7 0%
	27		552 11%	878 18%	3546 71%			9 0%
	28		1579 32%	1127 23%	2264 45%			15 0%
	30		2834 57%	988 20%	1151 23%			12 0%

TABLE 24

8.0 CULTURAL APPRECIATION (continued)

Goal	Number and Description	Number of Items	Number of Students	A	B	C	D	E	NR
				Number of Pupils Responding Percent of Pupils Responding					
8.0	Cultural Appreciation	32	4985	A	B	C	D	E	NR
8.3	Development of Aesthetic Values	17							
	Summary Data for 8.3	Item Number							
		2		408	574	3994			9
				8%	12%	80%			0%
		3		1314	1252	2405			14
				26%	25%	48%			0%
		4		2155	1194	1621			15
				43%	24%	33%			0%
		5		514	723	3734			14
				10%	15%	75%			0%
		6		2731	1296	942			16
				55%	26%	19%			0%
		9		355	334	4280			16
				7%	7%	86%			0%
		12		691	873	3408			13
				14%	18%	68%			0%
		13		1738	1111	2115			21
				35%	22%	42%			0%
		14		3869	719	373			24
				78%	14%	7%			0%
		16		2585	1146	1234			20
				52%	23%	25%			0%
		17		888	1350	2731			16
				18%	27%	55%			0%
		19		3376	1149	441			19
				68%	23%	9%			0%
		22		2274	1074	1623			14
				46%	22%	33%			0%
		25		3334	901	737			13
				67%	18%	15%			0%

TABLE 24

8.0 CULTURAL APPRECIATION (continued)

Goal Number and Description	Number of Items	Number of Students	Number of Pupils Responding Percent of Pupils Responding					
8.0 Cultural Appreciation	32	4985	A	B	C	D	E	NR
Summary Data for 8.3 (Cont.)	Item Number							
	26		1630 33%	1644 33%	1693 34%			18 0%
	29		1347 27%	1169 23%	2455 49%			14 0%
	32		2866 57%	1114 22%	995 20%			10 0%
	Number of Items							
8.4 Expression of Cultural Values	19							
Summary Data for 8.4	Item Number							
	1		1713 34%	1209 24%	2054 41%			9 0%
	2		408 8%	574 12%	3994 80%			9 0%
	3		1314 26%	1252 25%	2405 48%			14 0%
	5		514 10%	723 15%	3734 75%			14 0%
	6		2731 55%	1296 26%	942 19%			16 0%
	7		324 6%	475 10%	4170 84%			16 0%
	8		3025 61%	1181 24%	766 15%			13 0%
	9		355 7%	334 7%	4280 86%			16 0%

TABLE 24

8.0 CULTURAL APPRECIATION (continued)

Goal Number and Description	Number of Items	Number of Students	Number of Pupils Responding Percent of Pupils Responding					
8.0 Cultural Appreciation	32	4985	A	B	C	D	E	NR
Summary Data for 8.4 (Cont.)	Item Number							
	12		691	873	3408			13
			14%	18%	68%			0%
	13		1738	1111	2115			21
			35%	22%	42%			0%
	14		3869	719	373			24
			78%	14%	7%			0%
	15		3555	833	579			18
			71%	17%	12%			0%
	16		2585	1146	1234			20
			52%	23%	25%			0%
	17		888	1350	2731			16
			18%	27%	55%			0%
	19		3376	1149	441			19
			68%	23%	9%			0%
	22		2274	1074	1623			14
			46%	22%	33%			0%
	23		3504	971	503			7
			70%	19%	10%			0%
	26		1630	1644	1693			18
			33%	33%	34%			0%
	29		1347	1169	2455			14
			27%	23%	49%			0%

GRADE 11

GOAL I - GRADE 11

SUBGOAL 1.1

Subgoal 1.1: Each citizen of the Commonwealth should be assured an opportunity to realize his full potential in written and oral communication, reading, computation, and mathematical concepts.

The General Education goal was assessed in the areas of reading, language, and arithmetic, using the Comprehensive Tests of Basic Skills, Form Q, Level 4. A criterion of 11.7 grade equivalency was established as the level of desired performance. The results for Subgoal 1.1 are presented below.

READING

Reading Vocabulary

Performance Objective 1.1.1

During the spring semester of the eleventh grade, Kentucky students will demonstrate knowledge of vocabulary by attaining an average grade equivalent score equal to or exceeding the criterion (11.7) as measured by the Reading Vocabulary Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 4.

Sample Assessment Item

Test Situation: Students were asked to choose the word which had about the same meaning as the underlined word.

Item: give the test

a. Make
b. Take
c. Require
d. Administer

Results

For the statewide sample, 29 percent of the eleventh grade students attained the criterion of 11.7 grade equivalency, and the statewide average grade equivalent score was 9.8.

Specific Skills/Concepts Related to Knowledge of Reading Vocabulary

The average percentage of correct items for the 11.7 grade equivalency for the Comprehensive Tests of Basic Skills, Form Q, Level 4 has not been established. The average percentage of correct items for 10.6 grade equivalency was selected as the expected criterion level for each specific skill/concept Area 1.

1.1.1.1 Knowledge of the Meaning of Words in Context

The expected criterion level for eleventh grade students was established as 69 percent. The average percentage of correct items for the eleventh grade statewide sample was 65 percent.

Reading Comprehension

Performance Objective 1.1.2

During the spring semester of the eleventh grade, Kentucky students will demonstrate reading comprehension by attaining an average equivalent score equal to or exceeding the criterion (11.7) as measured by the Reading Comprehension Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 4.

Sample Assessment Item

Test Situation: Students were asked to read written material and choose the best answer to questions relating to that material.

Item: (An article about ants) Ant societies are divided into

a. Two castes
b. Three castes
c. Four castes
d. Five castes

Results

For the statewide sample, 36 percent of the eleventh grade students attained the criterion of 11.7 grade equivalency, and the statewide average grade equivalent score was 10.5.

Specific Skills/Concepts Related to Reading Comprehension

1.1.2.1 Comprehension of the Meaning of Ideas (Paraphrasing)

The expected criterion level for eleventh grade students was established as 79 percent. The average percentage of correct items for the eleventh grade statewide sample was 78 percent.

1.1.2.2 Comprehension of Main Ideas

The expected criterion level for eleventh grade students was established as 74 percent. The average percentage of correct items for the eleventh grade statewide sample was 72 percent.

1.1.2.3 Comprehension of Relationships

The expected criterion level for eleventh grade students was established as 72 percent. The average percentage of correct items for the eleventh grade statewide sample was 71 percent.

1.1.2.4 Comprehension of Given Facts and Statements (Draw Conclusions)

The expected criterion level for eleventh grade students was established as 61 percent. The average percentage of correct items for the eleventh grade statewide sample was 63 percent.

1.1.2.5 Comprehension of Contextual Clues (Inference)

The expected criterion level for eleventh grade students was established as 63 percent. The average percentage of correct items for the eleventh grade statewide sample was 65 percent.

1.1.2.6 Analysis of Indefinite or Incomplete Statements (Extended Meaning)

The expected criterion level for eleventh grade students was established as 59 percent. The average percentage of correct items for the eleventh grade statewide sample was 58 percent.

1.1.2.7 Analysis of the Tone, Mood, and Intention of the Author

The expected criterion level for eleventh grade students was established as 59 percent. The average percentage of correct items for the eleventh grade statewide sample was 58 percent.

Conclusion - Reading Results

Two areas related to the achievement of Kentucky students in reading were assessed statewide at the eleventh grade level:

1. Knowledge of vocabulary
2. Reading comprehension

Knowledge of Vocabulary

The assessment results indicate a learner need for eleventh grade students in knowledge of vocabulary as well as in the related skill/concept of knowledge of the meaning of words in context.

Reading Comprehension

The criterion of an average 11.7 grade equivalency was not attained. Consequently, a learner need was indicated. Additional supporting data documents a learner need for the following related skills/concepts areas:

1. Comprehension of the meaning of ideas
2. Comprehension of main ideas
3. Comprehension of relationships
4. Analysis of indefinite or incomplete statements
5. Analysis of the tone, mood, and intention of the author

It is noted that the expected criteria were attained for each number of related skills/concepts concerning:

1. Comprehension of given facts and statements
2. Comprehension of contextual clues

Item analysis data listed by reading skill/concept may be found in Tables 25-26.

LANGUAGE

Spelling

Performance Objective 1.1.3

During the spring semester of the eleventh grade, Kentucky students will demonstrate knowledge of spelling by attaining an average grade equivalent score equal to or exceeding the criterion (11.7) as measured by the Language/Spelling Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 4.

Sample Assessment Item

Test Situation: Students were asked to choose from a group of words the word which was spelled incorrectly. If all the words were spelled correctly, "none" was marked.

Item:
a. Postscript
b. Hevily
c. Luncheon
d. Revised
e. "None"

Results

For the statewide sample, 35 percent of the eleventh grade students attained the criterion of 11.7 grade equivalency, and the statewide average grade equivalent score was 10.2.

Specific Skills/Concepts Related to Knowledge of Spelling

1.1.3.1 Knowledge of Correctly or Incorrectly Spelled Words

The expected criterion level for eleventh grade students was established as 67 percent. The average percentage of correct items for the eleventh grade statewide sample was 65 percent.

Mechanics of Language

Performance Objective 1.1.4

During the spring semester of the eleventh grade, Kentucky students will demonstrate application of the mechanics of language by attaining an average grade equivalent score equal to or exceeding the criterion (11.7) as measured by the Language Mechanics Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 4.

Sample Assessment Item

Test Situation: Students were asked to choose the answer which used the best punctuation for an underlined part in a sentence. "Best as it is" was chosen if the underlined part was punctuated correctly.

Item: Tom is going to race, his car.

a. race. His
b. race his
c. race; his
d. race-his
e. best as it is

Test Situation: Students were also asked to find the mistakes in capitalization in underlined parts of sentences. If there were no mistakes in capitalization, "none" was marked.

Item:
a. Jack was
b. taken to
c. bay Memorial
d. hospital today.
e. "none"

Results

For the statewide sample, 41 percent of the eleventh grade students attained the criterion of 11.7 grade equivalency, and the statewide average grade equivalent score was 10.1.

Specific Skills/Concepts Related to Application of the Mechanics of Language

1.1.4.1 Application of Punctuation Skills

The expected criterion level for eleventh grade students was established as 71 percent. The average percentage of correct items for the eleventh grade statewide sample was 69 percent.

1.1.4.2 Application of Capitalization Skills

The expected criterion level for eleventh grade students was established as 62 percent. The average percentage of correct items for the eleventh grade statewide sample was 64 percent.

Language Expression

Performance Objective 1.1.5

During the spring semester of the eleventh grade, Kentucky students will demonstrate application of language expression by attaining an average equivalent score equal to or exceeding the criterion (11.7) as measured by the Language Expression Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 4.

Sample Assessment Item

Test Situation: Students were asked to choose the word or words to fill a blank in a sentence which best expressed the idea presented.

Item: The happy girls ____________ as they walked down the street.

a. walked
b. laughed
c. cried
d. stalked

Results

For the statewide sample, 33 percent of the eleventh grade students attained the criterion of 11.7 grade equivalency, and the statewide average grade equivalent score was 9.8.

Specific Skills/Concepts Related to Application of Language Expression

1.1.5.1 Application of Correct Grammatical Usage

The expected criterion level for eleventh grade students was established as 74 percent. The average percentage of correct items for the eleventh grade statewide sample was 71 percent.

1.1.5.2 Comprehension of Clarity and/or Economy of Expression

The expected criterion level for eleventh grade students was extablished as 59 percent. The average percentage of correct items for the eleventh grade statewide sample was 57 percent.

1.1.5.3 Comprehension of the Author's Intention (Word Choice)

The expected criterion level for eleventh grade students was established as 71 percent. The average percentage of correct items for the eleventh grade statewide sample was 68 percent.

Conclusions - Language Results

Three areas related to the achievement of Kentucky students in language were assessed statewide at the eleventh grade level:

1. Knowledge of spelling
2. Application of the mechanics of language
3. Application of language expression

Knowledge of Spelling

The assessment results provide evidence of a learner need for eleventh grade students in knowledge of spelling as well as in the related skill/concept of knowledge of correctly and incorrectly spelled words.

Application of the Mechanics of Language

The criterion of an average 11.7 grade equivalency was not attained. Consequently, a learner need was indicated.

However, the compiled results indicate that the desired criterion was met for the related skills/concept concerned with application of capitalization skills.

Application of Language Expression

The student performance data for application of language expression indicate the existence of a learner need. Additional supporting evidence of this learner need is documented by the lack of attainment of the specified criterion in the related skills/concepts of:

1. Application of correct grammatical usage
2. Comprehension of clarity and/or economy of expression
3. Comprehension of the author's intention

Item analysis data listed by language skills/concepts may be found in Tables 27-29.

ARITHMETIC

Arithmetic Computation

Performance Objective 1.1.6

During the spring semester of the eleventh grade, Kentucky students will demonstrate application of arithmetic computation by attaining an average grade equivalent score equal to or exceeding the criterion (11.7) as measured by the Arithmetic Computation Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 4.

Sample Assessment Item

Test Situation: Students were asked to choose the correct answer to problems of addition, subtraction, multiplication, and division.

Item: $40\overline{)160}$

a. 14
b. 2
c. 4
d. 5

Results

For the statewide sample, 29 percent of the eleventh grade students attained the criterion of 11.7 grade equivalency, and the statewide average grade equivalent score was 10.6.

Specific Skills/Concepts Related to Application of Arithmetic Computation

1.1.6.1 Application of Addition Skills

The expected criterion level for eleventh grade students was established as 76 percent. The average percentage of correct items for the eleventh grade statewide sample was 69 percent.

1.1.6.2 Application of Subtraction Skills

The expected criterion level for eleventh grade students was established as 73 percent. The average percentage of correct items for the eleventh grade statewide sample was 66 percent.

1.1.6.3 Application of Multiplication Skills

The expected criterion level for eleventh grade students was established as 79 percent. The average percentage of correct items for the eleventh grade statewide sample was 73 percent.

1.1.6.4 Application of Division Skills

The expected criterion level for eleventh grade students was established as 72 percent. The average percentage of correct items for the eleventh grade statewide sample was 65 percent.

Arithmetic Concepts

Performance Objective 1.1.7

During the spring semester of the eleventh grade, Kentucky students will demonstrate comprehension of arithmetic concepts by attaining an average grade equivalent score equal to or exceeding the criterion (11.7) as measured by the Arithmetic Concepts Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 4.

Sample Assessment Item

Test Situation: Students were asked to choose the correct answer to questions related to various arithmetic concepts.

Item: The $\sqrt{16}$ is equal to which of the following?

a. 8
b. 4
c. 64
d. 32

Results

For the statewide sample, 35 percent of the eleventh grade students attained the criterion of 11.7 grade equivalency, and the statewide average grade equivalent score was 10.1.

Specific Skills/Concepts Related to Comprehension of Arithmetic Concepts

1.1.7.1 Knowledge of Arithmetic Concepts

The expected criterion level for eleventh grade students was established as 60 percent. The average percentage of correct items for the eleventh grade statewide sample was 58 percent.

1.1.7.2 Comprehension of Arithmetic Concepts (Converting Form)

The expected criterion level for eleventh grade students was established as 70 percent. The average percentage of correct items for the eleventh grade statewide sample was 64 percent.

1.1.7.3 Comprehension of Equations

The expected criterion level for eleventh grade students was established as 65 percent. The average percentage of correct items for the eleventh grade statewide sample was 60 percent.

1.1.7.4 Comprehension of Comparative Realtionships

The expected criterion level for eleventh grade students was established as 82 percent. The average percentage of correct items for the eleventh grade statewide sample was 79 percent.

1.1.7.5 Analysis of the Components of Arithmetic Problems Organization

The expected criterion level for eleventh grade students was established as 66 percent. The average percentage of correct items for the eleventh grade statewide sample was 61 percent.

Arithmetic Applications

Performance Objective 1.1.8

During the spring semester of the eleventh grade, Kentucky students will demonstrate application of skills in solving arithmetic word problems by attaining an average grade equivalent score equal to or exceeding the criterion (11.7) as measured by the Arithmetic Application Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 4.

Sample Assessment Item

Test Situation: Students were asked to read arithmetic word problems and choose the correct solution to these problems.

Item: Dick's room has an area of 10 square feet. How many square inches is the area of his room?

a. 154
b. 120
c. 1440
d. 1200

Results

For the statewide sample, 29 percent of the eleventh grade students attained the criterion of 11.7 grade equivalency, and the statewide average grade equivalent score was 9.9.

Specific Skills/Concepts Related to Application of Skills in Solving Arithmetic Word Problems

1.1.8.1 Comprehension of Relationships (Ratio, Time, Part/Whole, Sequence, Geometric)

The expected criterion level for eleventh grade students was established as 78 percent. The average percentage of correct items for the eleventh grade statewide sample was 73 percent.

1.1.8.2 Comprehension of Problem-Solving (Selecting Methods)

The expected criterion level for eleventh grade students was established as 71 percent. The average percentage of correct items for the eleventh grade statewide sample was 64 percent.

1.1.8.3 Comprehension of Problem-Solving (Correct Solutions)

The expected criterion level for eleventh grade students was estabilshed as 61 percent. The average percentage of correct items for the eleventh grade statewide sample was 59 percent.

1.1.8.4 Analysis of the Components of Arithmetic Word Problems

The expected criterion level for eleventh grade students was established as 65 percent. The average percentage of correct items for the eleventh grade statewide sample was 60 percent.

Conclusions - Arithmetic Results

Three areas related to the achievement of Kentucky students in arithmetic were assessed statewide at the eleventh grade level:

1. Application of arithmetic computation
2. Comprehension of arithmetic concepts
3. Application of skills in solving arithmetic word problems

Application of Arithmetic Computation

The student performance data for arithmetic computation indicate the existence of learner need. Additional supporting evidence of this learner need is documented by the lack of attainment of the specified criterion in the related skills/concepts of:

1. Application of additional skills
2. Application of subtraction skills
3. Application of multiplication skills
4. Application of division skills

Comprehension of Arithmetic Concepts

The criterion of an average 11.7 grade equivalency was not attained. Consequently, a learner need was indicated.

In addition, the assessment results provide evidence of learner needs for the following skills/concepts related to comprehension of arithmetic concepts:

1. Knowledge of arithmetic concepts
2. Comprehension of arithmetic concepts
3. Comprehension of equations
4. Comprehension of comparative relationships
5. Analysis of the components of arithemtic word problems

Application of Skills in Solving Arithmetic Word Problems

The assessment results for application of skills in solving arithmetic word problems previde evidence of a learner need for eleventh grade students. Additional supporting data indicating learner needs in this area are documented for the following related skill/concept areas:

1. Comprehension of relationships (ratio, time, part/whole, sequence, geometric)
2. Comprehension of problem-solving (selecting methods)
3. Comprehension of problem-solving (correct solution)
4. Analysis of the components of arithmetic word problems (organization)

Item analysis data listed by arithmetic skills/concepts may be found in Tables 30-32.

SUBGOAL 1.6

Subgoal 1.6: Each citizen of the Commonwealth should be assured the opportunity to understand the resources available and the methods of collecting information.

The sixth subgoal in General Education was assessed using the Comprehensive Test of Basic Skills, Form Q, Level 4 in grade 11. A criterion of 11.7 grade equivalency was established as the level of desired performance. The results for goal 1.6 are presented below.

STUDY SKILLS

Reference Materials

Performance Objective 1.6.1.

During the spring semester of the eleventh grade, Kentucky students will demonstrate knowledge of reference material techniques by attaining an average grade equivalent score equal to or exceeding the criterion (11.7) as measured by the Study Skills/Reference Materials Subtests of the Comprehensive Tests of Basic Skills, Form Q, Level 4.

Sample Assessment Item

Test Situation: Students were asked to read various reference materials and choose the correct answer to questions relating to these materials.

Item: (Dictionary entry) How many of the definitions given for the word "express" are verbs?

a. Two
b. Four
c. Six
d. Eight

Results

For the statewide sample, 35 percent of the eleventh grade students attained the criterion of 11.7 grade equivalency, and the statewide average grade equivalent score was 9.7.

Specific Skills/Concepts Related to Knowledge of Reference Material Techniques

1.6.1.1 Knowledge of Dictionary Use

The expected criterion level for eleventh grade students was established as 77 percent. The average percentage of correct items for the eleventh grade statewide sample was 69 percent.

1.6.1.2 Knowledge of Library Use

The expected criterion level for eleventh grade students was established as 69 percent. The average percentage of correct items for the eleventh grade statewide sample was 61 percent.

Graphic Material

Performance Objective 1.6.2

During the spring semester of the eleventh grade, Kentucky students will demonstrate comprehension of graphic materials by attaining an average grade equivalent score equal to or exceeding the criterion (11.7) as measured by the Study Skills/Graphic Materials Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 4.

Sample Assessment Item

Test Situation: Students were asked to look at and use various graphic materials and choose answers to questions relating to the material.

Item: (Graph presenting the average income levels by areas in Kentucky) Which area had the greatest income level from 1965-1970?

a. Area I
b. Area II
c. Area III
d. Area IV

Results

For the statewide sample, 36 percent of the eleventh grade students attained the criterion of 11.7 grade equivalency, and the statewide average grade equivalent score was 9.9.

Specific Skills/Concepts Related to Comprehension of Graphic Materials

1.6.2.1 Comprehension of Symobls, Legends, and Data Presented in Graphic and Tabular Form

The expected criterion level for eleventh grade students was established as 55 percent. The average percentage of correct items for the eleventh grade statewide sample was 50 percent.

1.6.2.2 Comprehension of Relationships Presented in Graphical Form

The expected criterion level for eleventh grade students was established as 68 percent. The average percentage of correct items for the eleventh grade statewide sample was 79 percent.

1.6.2.3 Comprehension of Graphic Data (Draw Conclusions)

The expected criterion level for eleventh grade students was established as 52 percent. The average percentage of correct items for the eleventh grade statewide sample was 55 percent.

1.6.2.4 Analysis of Graphic Data to Determine Extended Meaning

The expected criterion level for eleventh grade students was established as 58 percent. The average percentage of correct items for the eleventh grade statewide sample was 53 percent.

Conclusions - Study Skills Results

Two areas related to the achievement of Kentucky students in study skills were assessed statewide at the eleventh grade level:

1. Knowledge of reference material techniques
2. Comprehension of graphic materials

Knowledge of Reference Material Techniques

The criterion of 11.7 was not attained by Kentucky students. Therefore, a learner need was evidenced for knowledge of reference material techhiques. The compiled results indicate that the desired criteria were not met for the related skills/concepts of:

1. Knowledge of dictionary use
2. Knowledge of library use

Comprehension of Graphic Materials

The student performance data for comprehension of graphic materials indicate the existence of a learner need. Additional supporting evidence of this learner need is documented by the lack of attainment of the specified criteria in the related skills/concepts of:

1. Comprehension of symbols, legends, and data presented in graphic and tabular form
2. Analysis of graphic data to determine extended meaning

It is noted that the expected criterion was attained for the related skills/concepts concerning comprehension (draw conclusions) of graphic data and comprehension of relationships presented.

Item analysis data listed by study skills/concepts may be found in Tables 33-34.

GRADE 11 - STATEWIDE PROFILE - GENERAL EDUCATION GOALS

The assessment results for the basic skills areas are described in the following statewide profile, Figure 5 in which the percentage of Kentucky students meeting the criterion of 11.7 for each subtest is reported. If the scores of the sample student group were normally distributed and had met or exceeded the expected criterion level, then 50 percent or more of the students would be expected to score at or above the expected criterion level.

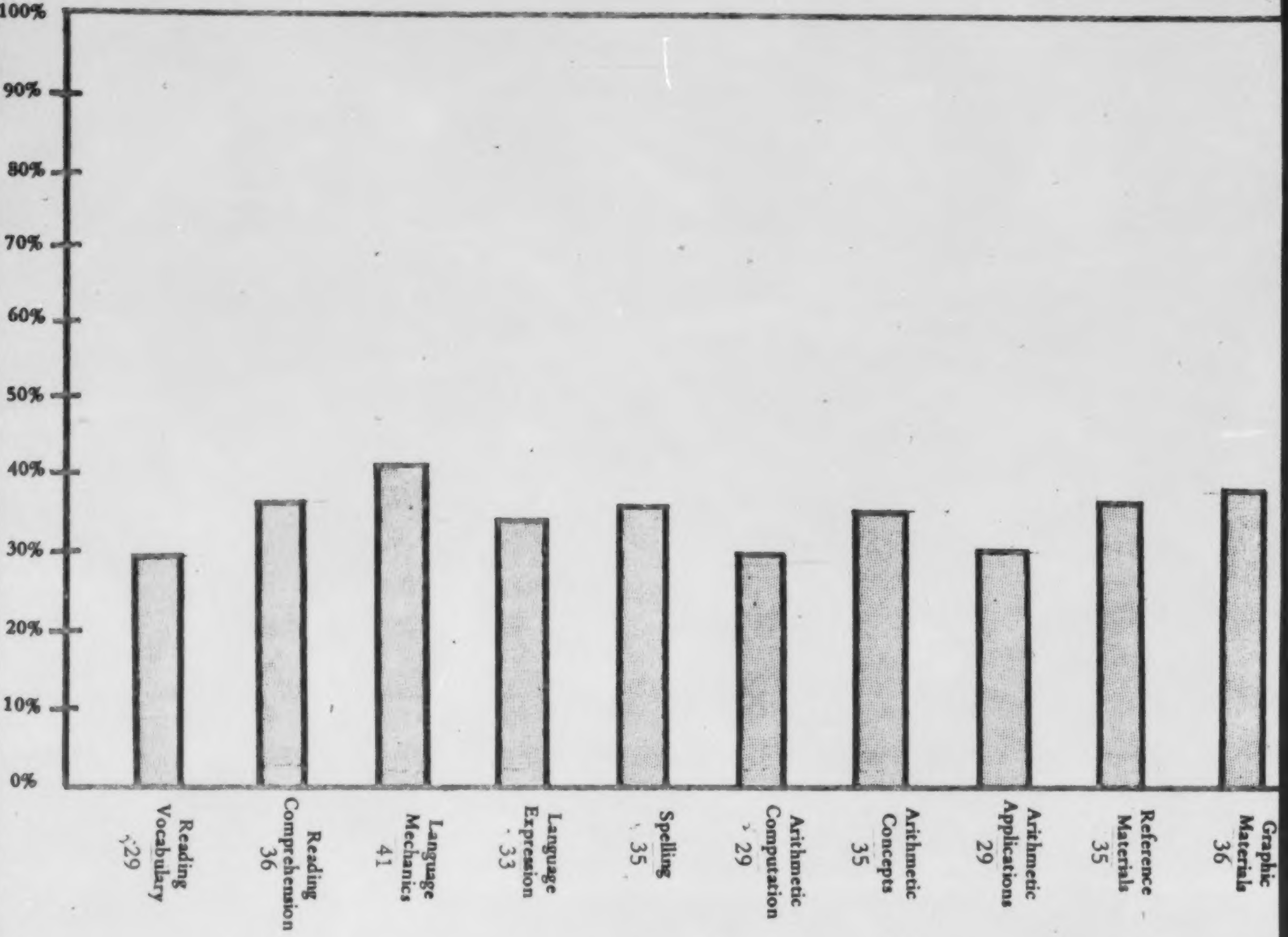

Figure 5

PERCENTAGE PROFILE OF ELEVENTH GRADE PUPILS, STATE-WIDE, MEETING THE CRITERION* IN THE BASIC SKILL AREAS AS MEASURED BY THE COMPREHENSIVE TESTS OF BASIC SKILLS, FORM Q, LEVEL 4

*Criterion=11.7

GOAL VII: OCCUPATIONAL COMPETENCE

A summary of the results for Kentucky students in Occupational Competence is provided in the present section. In 1976, data was gathered on eleventh grade students. The Assessment of Career Development, Form C, was used to gather the information.

SUBGOAL 7.2

Subgoal 7.2: Each citizen of the Commonwealth should have an understanding of the variety of career opportunities.

The goal related to occupational competence was assessed in the areas of occupational characteristics, occupational preparation requirements, and career planning using the Assessment of Career Development, Form C. The 50th percentile of the national norm at the eleventh grade was established as the level of desired performance. The results for Subgoal 7.2 are presented below.

OCCUPATIONAL CHARACTERISTICS

Performance Objective 7.2.1

During the spring semester of the eleventh grade, Kentucky students will demonstrate knowledge of occupational characteristics by attaining a raw score equal to or exceeding the criterion (39) as measured by the occupational characteristics scale of the Assessment of Career Development, Form C.

Sample Assessment Item

Test Situation: Students were asked to read an item and choose the one best answer.

Item: A certified public accountant

a. certifies applicants for public housing
b. compiles and checks business records
c. decides how products should be advertised
d. does public relations work

Results

For the statewide sample, 53 percent of the eleventh grade students attained the criterion of 39 correct answers, and the statewide average number of correct answers was 38.

OCCUPATIONAL PREPARATION REQUIREMENTS

Performance Objective 7.2.2

During the spring semester of the eleventh grade, Kentucky students will demonstrate knowledge of occupational preparation requirements by attaining a raw score equal to or exceeding the criterion (12) as measured by the occupational preparation requirements scale of the Assessment of Career Development, Form C.

Sample Assessment Item

Test Situation: Students were asked to read an item and choose the one best answer.

Item: It is usually necessary to enter an apprenticeship program to become a ___________.

a. dry cleaner
b. florist
c. plumber
d. bank teller

Results

For the statewide sample, 60 percent of the eleventh grade students attained the criterion of 12 correct answers, and the average number of correct answers was 12.

CAREER PLANNING KNOWLEDGE

Performance Objective 7.2.3

During the spring semester of the eleventh grade, Kentucky students will demonstrate knowledge of the various aspects of career planning by attaining a raw score equal to or exceeding the criterion (28) as measured by the career planning knowledge scale of the Assessment of Career Development, Form C.

Sample Assessment Item

Test Situation: Students were asked to read an item and choose the one best answer.

Item: Choosing a job is similar to choosing a marriage partner in that

a. there is little you can do to prepare for either choice.
b. how a person feels about the choice is important in both cases.

c. there is only one right person and one right job for each of us.
d. both choices are final.

Results

For the statewide sample, 51 percent of the eleventh grade students attained the criterion of 28 correct answers and the statewide average number of correct answers was 27.

Statewide Profile of Occupational Competence Goals

The assessment results (Table 28) for the occupational competence areas are illustrated on the following page as a statewide profile reported in Figure 6. The following information is in Figure 6.

1. The criterion level for each area as indicated by the dotted line
2. The average number correct attained by the student sample as indicated by the bar
3. The percentage of the student sample meeting the criterion as indicated by the shaded section of the circle

KENTUCKY QUALITY EDUCATION QUESTIONNAIRE

Goals III, IV, V, AND VIII were assessed with the Kentucky Quality Education Questionnaire in grades eight and eleven. No criteria have been established for these goals; therefore, the data is presented in summary form for general comparison and interpretation by the participating districts.

Goal III, Human Relations - Table 35
Goal IV, Citizenship - Table 36
Goal V, Creative, Constructive, and Critical Thinking - Table 37
Goal VIII, Cultural Appreciation - Table 39

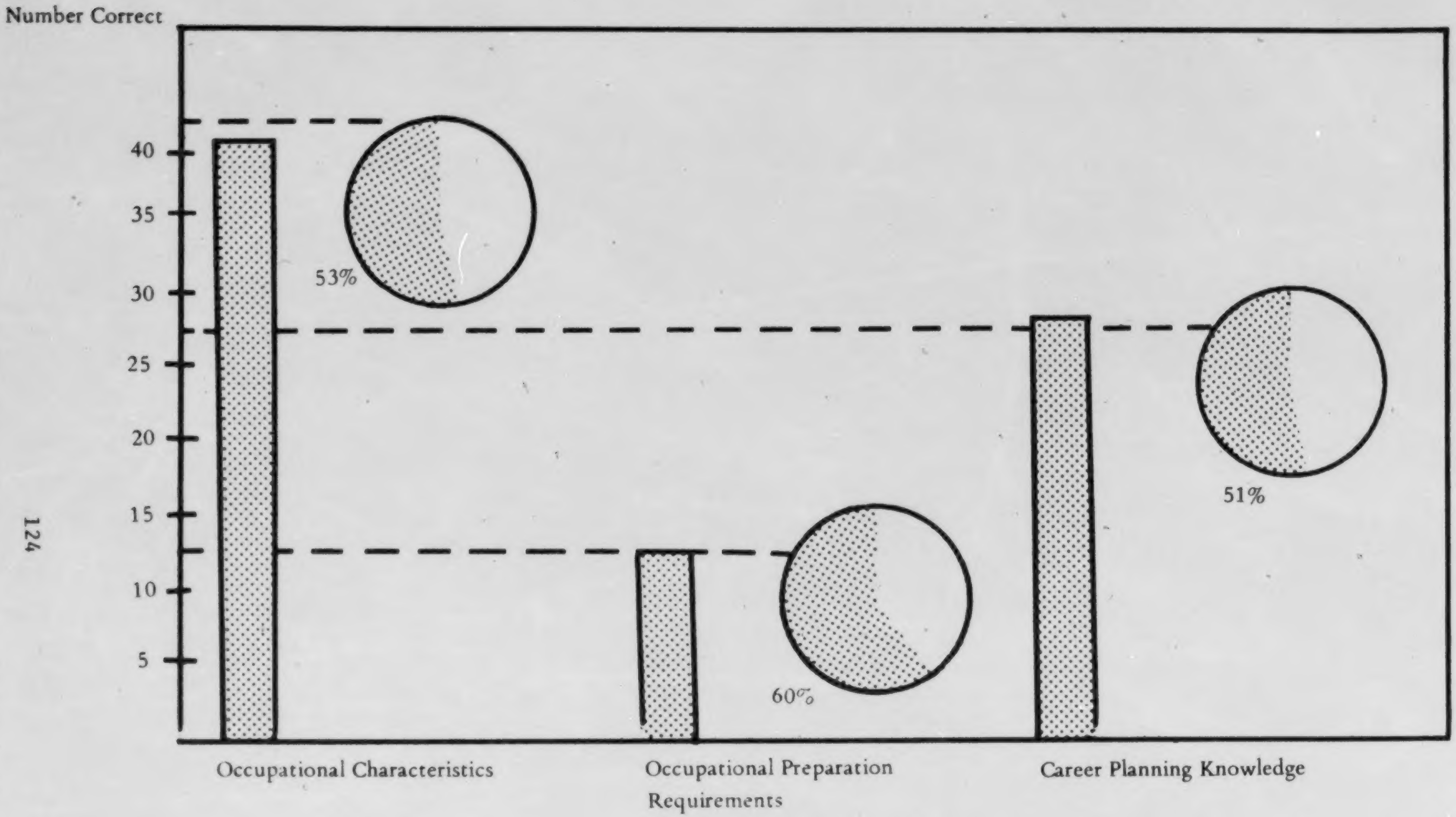

Figure 6

AVERAGE NUMBER CORRECT AND PERCENTAGE OF ELEVENTH GRADE PUPILS MEETING THE CRITERION, STATEWIDE, FOR CAREER EDUCATION AREAS AS MEASURED BY THE ASSESSMENT OF CAREER DEVELOPMENT, FORM C

GRADE 11

TABLES 25-39

TABLE 25

1.0 GENERAL EDUCATION
1.1.1 READING VOCABULARY

Grade 11, CTBS, Form Q, Level 4
Reading Vocabulary Subtest

Goal Number and Description		Number of Items	Criterion G.E.	Kentucky G.E.
1.1.1	Reading Vocabulary	40	11.7	9.8
	% of Pupils Meeting Criterion			29
1.1.1.1	Knowledge of the Meaning of Words in Context	40	69	65
	Item Analysis Information for 1.1.1.1	Item Number		
		1	95	94
		2	91	89
		3	88	88
		4	85	62
		5	88	86
		6	84	80
		7	87	79
		8	85	77
		9	65	71
		10	79	76
		11	73	76
		12	76	61
		13	88	84
		14	81	71
		15	80	74
		16	60	55
		17	80	74
		18	72	67
		19	68	74
		20	70	68
		21	75	67
		22	80	75
		23	70	59
		24	76	72
		25	64	56
		26	61	63
		27	62	54
		28	58	55
		29	42	51
		30	68	65
		31	79	79
		32	54	51
		33	65	58
		34	55	45
		35	40	44
		36	45	37
		37	63	65
		38	40	30
		39	33	32
		40	30	29

TABLE 26

1.1.2 READING COMPREHENSION

Grade 11, CTBS, Form Q, Level 4
Reading Comprehension Subtest

Goal Number	and Description	Number of Items	Criterion G.E.	Kentucky G.E.
1.1.2	Reading Comprehension	45	11.7	10.2
	% of Pupils Meeting Criterion			36
		Number of Items	Criterion % Correct	Kentucky % Correct
1.1.2.1	Comprehension (Paraphrasing of the Meaning of Ideas)	11	79	78
	Item Analysis Information for 1.1.2.1	Item Number		
		7	84	82
		11	73	71
		12	85	81
		19	81	81
		21	83	83
		22	92	89
		23	84	82
		30	78	78
		31	76	78
		33	56	59
		37	71	70
		Number of Items		
1.1.2.2	Comprehension of Main Ideas	8	74	72
	Item Analysis Information for 1.1.2.2	Item Number		
		8	78	76
		9	75	69
		14	93	92
		15	68	62
		28	86	82
		34	73	74
		40	51	50
		45	67	71
		Number of Items		
1.1.2.3	Comprehension of Relationships	5	72	71
	Item Analysis Information for 1.1.2.3	Item Number		
		1	75	74
		29	77	75
		32	78	74
		36	78	76
		44	54	55

TABLE 26 (continued)

1.1.2 READING COMPREHENSION

Goal Number and Description		Number of Items	Criterion % Correct	Kentucky % Correct
1.1.2.4	Comprehension (draw conclusions) of given facts and statements	6	61	63
	Item Analysis Information for 1.1.2.4	Item Number		
		10	5[illegible]	48
		13	73	76
		24	59	59
		25	67	70
		26	58	62
		27	58	63
		Number of Items		
1.1.2.5	Comprehension (inference) of contextual clues	5	63	65
	Item Analysis Information for 1.1.2.5	Item Number		
		2	76	78
		4	51	48
		5	85	81
		41	48	55
		42	51	61
		Number of Items		
1.1.2.6	Analysis of indefinite or incomplete statements (extended meaning)	5	59	58
	Item Analysis Information for 1.1.2.6	Item Number		
		3	73	72
		6	48	49
		18	60	59
		35	68	66
		43	45	44
		Number of Items		
1.1.2.7	Analysis of the tone, mood, and intention of the author	5	59	58
	Item Analysis Information for 1.1.2.7	Item Number		
		16	70	70
		17	79	76
		20	61	53
		38	35	39
		39	51	53

TABLE 27

1.1.3 LANGUAGE/SPELLING

Grade 11, CTBS, Form Q, Level 4
Language/Spelling Subtest

Goal Number and Description		Number of Items	Criterion G.E.	Kentucky G.E.
1.1.3	Language/Spelling	30	11.7	10.2
	% of Pupils Meeting Criterion			35
		Number of Items	Criterion % Correct	Kentucky % Correct
1.1.3.1	Knowledge of Correctly and Incorrectly Spelled Words	30	67	65
	Item Analysis Information for 1.1.3.1	Item Number		
		1	85	83
		2	93	91
		3	91	85
		4	88	87
		5	78	80
		6	79	78
		7	81	81
		8	88	89
		9	62	61
		10	85	81
		11	72	63
		12	62	54
		13	57	59
		14	67	62
		15	77	76
		16	65	66
		17	60	63
		18	61	57
		19	57	51
		20	77	75
		21	52	50
		22	60	56
		23	53	46
		24	49	44
		25	63	57
		26	61	59
		27	44	37
		28	68	65
		29	51	45
		30	53	28

TABLE 28

1.1.4 LANGUAGE MECHANICS

Grade 11, CTBS, Form Q, Level 4
Language Mechanics Subtest

Goal Number	and Description	Number of Items	Criterion G.E.	Kentucky G.E
1.1.4	Language Mechanics	25	11.7	10.1
	% of Pupils Meeting Criterion			41
		Number of Items	Criterion % Correct	Kentucky % Correct
1.1.4.1	Application of Punctuation Skills	13	71	69
	Item Analysis Information for 1.1.4.1	Item Number		
		1	37	44
		2	89	84
		3	64	57
		4	62	64
		5	84	81
		6	68	69
		7	75	68
		8	75	72
		9	48	45
		10	71	69
		11	87	82
		12	88	81
		13	84	79
		Number of Items		
1.1.4.2	Application of Capitalization Skills	12	62	64
	Item Analysis Information for 1.1.4.2	Item Number		
		14	68	66
		15	76	73
		16	85	85
		17	80	78
		18	32	38
		19	36	33
		20	63	64
		21	72	81
		22	51	53
		23	59	65
		24	65	76
		25	57	57

TABLE 29

1.1.5 LANGUAGE EXPRESSION

Grade 11, CTBS, Form Q, Level 4
Language Expression Subtest

Goal Number and Description		Number of Items	Criterion G.E.	Kentucky G.E.
1.1.5	Language Expression	45	11.7	9.8
	% of Pupils Meeting Criterion			33
		Number of Items	Criterion % Correct	Kentucky % Correct
1.1.5.1	Application of Correct Grammatical Usage	10	74	71
	Item Analysis Information for 1.1.5.1	Item Number		
		26	78	77
		27	68	68
		28	68	63
		29	62	62
		30	84	79
		31	74	72
		32	85	82
		33	78	73
		34	68	61
		35	73	75
		Number of Items		
1.1.5.2	Comprehension of Clarity and/or Economy of Expression	10	59	57
	Item Analysis Information for 1.1.5.2	Item Number		
		46	79	74
		47	87	83
		48	79	78
		49	88	85
		50	55	59
		51	33	34
		52	32	32
		53	37	29
		54	51	47
		55	45	45
		Number of Items		
1.1.5.3	Comprehension of the Author's Intention (Word Choice)	10	71	68
	Item Analysis Information for 1.1.5.3	Item Number		
		36	87	90
		37	90	88
		38	76	72
		39	78	81
		40	65	57
		41	71	69
		42	56	53
		43	71	67
		44	65	60
		45	48	40

TABLE 30

1.1.6 ARITHMETIC COMPUTATION

Grade 11, CTBS, Form Q, Level 4
Arithmetic Computation Subtest

Goal Number and Description		Number of Items	Criterion G.E.	Kentucky G.E.
1.1.6	Arithmetic Computation	48	11.7	10.6
	% of Pupils Meeting Criterion			29
		Number of Items	Criterion % Correct	Kentucky % Correct
1.1.6.1	Application of Addition Skills	12	76	69
	Item Analysis Information for 1.1.6.1	Item Number		
		1	96	95
		2	82	82
		3	82	81
		4	80	64
		17	84	77
		18	80	73
		19	77	67
		20	72	62
		33	76	62
		34	73	70
		35	79	72
		36	35	27
		Number of Items		
1.1.6.2	Application of Subtraction Skills	12	73	66
	Item Analysis Information for 1.1.6.2	Item Number		
		5	80	83
		6	82	79
		7	76	66
		8	78	64
		21	62	53
		22	71	67
		23	86	74
		24	63	54
		37	77	78
		38	52	43
		39	45	38
		40	40	89

TABLE 30 (continued)

1.1.6 ARITHMETIC COMPUTATION

Goal Number	and Description	Number of Items	Criterion % Correct	Kentucky % Correct
1.1.6.3	Application of Multiplication Skills	12	79	73
	Item Analysis Information for 1.1.6.3	Item Number		
		9	89	85
		10	90	86
		11	87	82
		12	86	81
		25	89	78
		26	78	76
		27	74	56
		28	80	72
		41	70	60
		42	56	54
		43	73	71
		44	73	70
		Number of Items		
1.1.6.4	Application of Division Skills	12	72	65
	Item Analysis Information for 1.1.6.4	Item Number		
		13	89	88
		14	88	84
		15	84	83
		16	82	76
		29	88	82
		30	72	63
		31	74	62
		32	55	46
		45	60	50
		46	60	54
		47	61	50
		48	48	44

TABLE 31

1.1.7 ARITHMETIC CONCEPTS

Grade 11, CTBS, Form Q, Level 4
Arithmetic Concepts Subtest

Goal Number and Description		Number of Items	Criterion G. E.	Kentucky G. E.
1.1.7	Arithmetic Concepts	30	11.7	10.1
	% of Pupils Meeting Criterion			35
		Number of Items	Criterion % Correct	Kentucky % Correct
1.1.7.1	Knowledge of Arithmetic Concepts	7	60	58
	Item Analysis Information for 1.1.7.1	Item Number		
		4	86	84
		8	65	61
		13	67	67
		22	55	51
		25	52	50
		27	55	54
		29	38	38
		Number of Items		
1.1.7.2	Comprehension of Arithmetic Concepts (Converting Form)	5	70	64
	Item Analysis Information for 1.1.7.2	Item Number		
		7	80	76
		10	83	76
		11	78	72
		19	75	61
		30	35	36
		Number of Items		
1.1.7.3	Comprehension of Equations	5	65	60
	Item Analysis Information for 1.1.7.3	Item Number		
		6	41	34
		9	84	79
		14	80	74
		20	64	56
		24	58	56

TABLE 31(continued)

1.1.7 ARITHMETIC CONCEPTS

Goal Number and Description		Number of Items	Criterion % Correct	Kentucky % Correct
1.1.7.4	Comprehension of Comparative Relationships	5	82	79
	Item Analysis Information for 1.1.7.4	Item Number		
		1	94	93
		2	87	81
		3	89	87
		12	79	78
		16	61	56
		Number of Items		
1.1.7.5	Analysis of the Components of Arithmetic Problems (Organization)	8	66	61
	Item Analysis Information for 1.1.7.5	Item Number		
		5	86	79
		15	80	79
		17	70	63
		18	65	65
		21	90	88
		23	29	24
		26	59	53
		28	47	40

TABLE 32

1.1.8 ARITHMETIC APPLICATIONS

Grade 11, CTBS, Form Q, Level 4
Arithmetic Applications Subtest

Goal Number	and Description	Number of Items	Criterion G.E.	Kentucky G.E.
1.1.8	Arithmetic Applications	20	11.7	9.9
	% of Pupils Meeting Criterion			29
		Number of Items	Criterion % Correct	Kentucky % Correct
1.1.8.1	Comprehension of Relationships (Ratio, Time, Part-Whole, Sequence, Geometric)	4	78	73
	Item Analysis Information for 1.1.8.1	Item Number		
		31	89	86
		32	77	70
		37	71	65
		38	74	70
		Number of Items		
1.1.8.2	Comprehension of Problem-Solving (Selecting Methods)	5	71	64
	Item Analysis Information for 1.1.8.2	Item Number		
		33	82	74
		40	71	66
		41	77	74
		42	64	48
		44	60	60
		Number of Items		
1.1.8.3	Comprehension of Problem-Solving (Correct Solution)	5	61	59
	Item Analysis Information for 1.1.8.3	Item Number		
		36	63	67
		43	77	69
		46	65	63
		47	48	48
		50	53	49
		Number of Items		
1.1.8.4	Analysis of the Components of Arithmetic Word Problems	6	65	60
	Item Analysis Information for 1.1.8.4	Item Number		
		34	77	62
		35	78	75
		39	69	64
		45	69	57
		48	42	44
		49	62	60

TABLE 33

1.6.1 STUDY SKILLS/REFERENCE MATERIALS

Grade 11, CTBS, Form Q, Level 4
Study Skills/Reference Subtest

Goal Number	and Description	Number of Items	Criterion G.E.	Kentucky G.E.
1.6.1	Study Skills/Reference	20	11.7	9.7
	% of Pupils Meeting Criterion			35
		Number of Items	Criterion % Correct	Kentucky % Correct
1.6.1.1	Knowledge of Dictionary Use	5	77	69
	Item Analysis Information for 1.6.1.1	Item Number		
		16	80	74
		17	88	81
		18	82	71
		19	71	64
		20	63	56
		Number of Items		
1.6.1.2	Knowledge of Library Use	15	69	61
	Item Analysis Information for 1.6.1.2	Item Number		
		1	56	87
		2	33	71
		3	42	70
		4	07	13
		5	68	69
		6	69	78
		7	52	41
		8	56	47
		9	60	64
		10	74	74
		11	63	46
		12	47	71
		13	63	71
		14	56	47
		15	38	63

TABLE 34

1.6.2 STUDY SKILLS/GRAPHIC MATERIALS

Grade 11, CTBS, Form Q, Level 4
Study Skills/Graphic Materials Subtest

Goal Number and Description		Number of Items	Criterion G.E.	Kentucky G.E.
1.6.2	Study Skills/ Graphic Materials	25	11.7	9.9
	% of Pupils Meeting Criterion			36
		Number of Items	Criterion % Correct	Kentucky % Correct
1.6.2.1	Comprehension of Symbols, Legends, and Data Presented in Graphic and Tabular Form	5	55	50
	Item Analysis Information for 1.6.2.1	Item Number		
		25	63	58
		27	39	36
		32	68	59
		37	68	66
		49	38	31
		Number of Items		
1.6.2.2	Comprehension of Relationships Presented in Graphical Form	9	68	79
	Item Analysis Information for 1.6.2.2	Item Number		
		21	87	80
		24	53	51
		26	62	61
		28	80	72
		30	50	47
		41	67	63
		42	82	77
		43	75	66
		44	56	53

TABLE 34 (continued)

1.6.2 STUDY SKILLS/GRAPHIC MATERIALS

Goal Number and Description		Number of Items	Criterion % Correct	Kentucky % Correct
1.6.2.3	Comprehension of Graphic Data (Draw Conclusions)	11	52	55
	Item Analysis Information for 1.6.2.3	Item Number		
		22	79	76
		23	77	74
		29	62	58
		31	85	78
		33	49	39
		36	18	20
		40	79	73
		46	46	44
		47	66	64
		48	53	56
		50	19	19
		Number of Items		
1.6.2.4	Analysis of Graphical Data and Determination of Extended Meaning	5	58	53
	Item Analysis Information for 1.6.2.4	Item Number		
		34	47	44
		35	52	49
		38	82	73
		39	41	42
		45	68	57

TABLE 35

3.0 HUMAN RELATIONSHIPS

Grade 11, Kentucky Quality Education Questionnaire

Goal	Number and Description	Number of Items	Number of Students	Number of Pupils Responding Percent of Pupils Responding					
3.0	Human Relationships	61	3323	A	B	C	D	E	NR
3.1	Knowledge of One's Self in Relation to Capabilities and Interests	12							
	Summary Data for 3.1	Item Number							
		33		699	1960	530	128		6
				21%	59%	16%	4%		0%
		34		1177	1926	151	59		10
				35%	58%	5%	2%		0%
		35		518	979	1522	298		6
				16%	29%	46%	9%		0%
		36		134	414	1494	1275		6
				4%	12%	45%	38%		0%
		37		103	175	1045	1996		4
				3%	5%	31%	60%		0%
		38		228	454	1061	1569		11
				7%	14%	32%	47%		0%
		39		1664	1233	305	113		8
				50%	37%	9%	3%		0%
		40		1448	1252	424	191		8
				44%	38%	13%	6%		0%
		41		189	412	1126	1587		9
				6%	12%	34%	48%		0%
		42		475	1663	838	340		7
				14%	50%	25%	10%		0%
		43		454	1835	786	241		7
				14%	55%	24%	7%		0%
		44		150	523	1628	1013		9
				5%	16%	49%	30%		0%

TABLE 35

3.0 HUMAN RELATIONSHIPS (continued)

Goal	Number and Description	Number of Items	Number of Students	Number of Pupils Responding Percent of Pupils Responding A	B	C	D	E	NR
3.0	Human Relationships	61	3323						
3.2	Understanding the Worth and Dignity of Other People	10							
	Summary Data for 3.2	Item Number							
		45		219	653	1596	846		9
				7%	20%	48%	25%		0%
		46		1014	1697	506	98		8
				31%	51%	15%	3%		0%
		49		1238	1590	346	136		13
				37%	48%	10%	4%		0%
		50		984	1603	521	203		12
				30%	48%	16%	6%		0%
		51		1515	1579	161	62		6
				46%	48%	5%	2%		0%
		52		1627	1425	193	69		9
				49%	43%	6%	2%		0%
		53		731	1717	665	199		11
				22%	52%	20%	6%		0%
		54		158	539	1867	741		18
				5%	16%	56%	22%		1%
		55		89	194	1180	1847		13
				3%	6%	36%	56%		0%
		56		281	1109	1348	573		12
				8%	33%	41%	17%		0%
		Number of Items							
3.3	Ability to Work with and Relate to Other Individuals and Groups	7							
	Summary Data for 3.3	Item Number							
		123		1350	630	1192	126		25
				41%	19%	36%	4%		1%
		124		141	1066	1763	325		28
				4%	32%	53%	10%		1%

TABLE 35

3.0 HUMAN RELATIONSHIPS (continued)

Goal	Number and Description	Number of Items	Number of Students	Number of Pupils Responding Percent of Pupils Responding					
3.0	Human Relationships	61	3323	A	B	C	D	E	NR
	Summary Data for 3.3 (Cont.)	Item Number							
		125		196	2754	191	152		30
				6%	83%	6%	5%		1%
		126		1763	289	676	562		33
				53%	9%	20%	17%		1%
		127		397	872	1135	879		40
				12%	26%	34%	26%		1%
		129		628	148	266	2233		48
				19%	4%	8%	67%		1%
		130		136	820	1234	1098		35
				4%	25%	37%	33%		1%
		Number of Items							
3.4	Appreciation of Our Culture and Those Attributes Which Have Enabled Man to Survive and Accomplish	32							
	Summary Data for 3.4	Item Number							
		1		988	792	1540			3
				30%	24%	26%			0%
		2		183	293	2843			4
				6%	9%	86%			0%
		3		738	864	1717			4
				22%	26%	52%			0%
		4		1253	962	1104			4
				38%	29%	33%			0%
		5		259	419	2642			3
				8%	13%	80%			0%
		6		1722	959	637			5
				52%	29%	19%			0%
		7		122	248	2944			9
				4%	7%	89%			0%

TABLE 35

3.0 HUMAN RELATIONSHIPS (continued)

Goal Number and Description	Number of Items	Number of Students	Number of Pupils Responding Percent of Pupils Responding A	B	C	D	E	NR
3.0 Human Relationships	61	3323						
Summary Data for 3.4 (Cont.)	Item Number							
	8		2038 61%	850 26%	430 13%			5 0%
	9		173 5%	269 8%	2874 86%			7 0%
	10		1284 39%	1098 33%	937 28%			4 0%
	11		1178 35%	1141 34%	999 30%			5 0%
	12		302 9%	608 18%	2403 72%			10 0%
	13		1538 46%	663 20%	1110 33%			12 0%
	14		2809 85%	358 11%	150 5%			6 0%
	15		2146 65%	685 21%	485 15%			7 0%
	16		1630 49%	856 26%	831 25%			6 0%
	17		432 13%	838 25%	2040 61%			13 0%
	18		1489 45%	683 21%	1144 34%			7 0%
	19		2256 68%	813 24%	247 7%			7 0%
	20		663 20%	581 17%	2075 62%			4 0%
	21		1934 58%	696 21%	689 21%			4 0%
	22		1386 42%	734 22%	1198 36%			5 0%

TABLE 35

3.0 HUMAN RELATIONSHIPS (continued)

Goal Number and Description	Number of Items	Number of Students	Number of Pupils Responding / Percent of Pupils Responding A	B	C	D	E	NR
3.0 Human Relationships	61	3323						
Summary Data for 3.4 (Cont.)	Item Number							
	23		2665	456	196			6
			80%	14%	6%			0%
	24		1402	760	1155			6
			42%	23%	35%			0%
	25		2545	469	304			5
			77%	14%	9%			0%
	26		1474	981	860			8
			44%	30%	26%			0%
	27		275	661	2375			12
			8%	20%	71%			0%
	28		1015	887	1416			5
			31%	27%	43%			0%
	29		1033	694	1590			6
			31%	21%	48%			0%
	30		1639	728	951			5
			49%	22%	29%			0%
	31		1965	693	658			7
			59%	21%	20%			0%
	32		1998	750	569			6
			60%	23%	17%			0%

TABLE 36

4.0 CITIZENSHIP

Grade 11, Kentucky Quality Education Questionnaire

Goal	Number and Description	Number of Items	Number of Students	Number of Pupils Responding Percent of Pupils Responding A	B	C	D	E	NR
4.0	Citizenship	49	3323						
4.1	Understanding the Necessity for Structured Social and Political Organizations	18							
	Summary Data for 4.1	Item Number							
		75		386	566	2321			50
				12%	17%	70%			2%
		76		563	993	1715			52
				17%	30%	52%			2%
		77		737	688	1845			53
				22%	21%	56%			2%
		81		1442	703	1091			87
				43%	21%	33%			3%
		82		1071	940	1221			91
				32%	28%	37%			3%
		83		982	905	1339			97
				30%	27%	40%			3%
		84		1534	750	919			120
				46%	23%	28%			4%
		85		1229	943	1026			125
				37%	28%	31%			4%
		86		2665	346	179			133
				80%	10%	5%			4%
		131		1265	404	323	1274		57
				38%	12%	10%	38%		2%
		135		1089	497	482	1204		51
				33%	15%	15%	36%		2%
		137		476	1056	1525	212		54
				14%	32%	46%	6%		2%
		140		315	836	357	1745		70
				9%	25%	11%	53%		2%

TABLE 36

4.0 CITIZENSHIP (continued)

Goal Number and Description	Number of Items	Number of Students	Number of Pupils Responding Percent of Pupils Responding A	B	C	D	E	NR
4.0 Citizenship	49	3323	A	B	C	D	E	NR
Summary Data for 4.1 (Cont.)	Item Number							
	146		298	553	1979	353		140
			9%	17%	60%	11%		4%
	147		260	1341	313	1289		120
			8%	40%	9%	39%		4%
	149		826	302	350	1706		139
			25%	9%	11%	51%		4%
	150		691	323	1508	598		203
			21%	10%	45%	18%		6%
	Number of Items							
4.3 Knowledge of the Interdependence of the Individual's Rights and Responsibilities in a Democracy	20							
Summary Data for 4.3	Item Number							
	69		791	1702	770			60
			24%	51%	23%			2%
	70		1404	1410	452			57
			42%	42%	14%			2%
	71		1831	1195	260			37
			55%	36%	8%			1%
	72		1001	1529	750			43
			30%	46%	23%			1%
	73		1557	1364	360			42
			47%	41%	11%			1%
	74		1023	1614	644			42
			31%	49%	19%			1%
	78		1026	864	1360			73
			31%	26%	41%			2%
	79		935	980	1334			74
			28%	29%	40%			2%

TABLE 36

4.0 CITIZENSHIP (continued)

Goal Number and Description	Number of Items	Number of Students	Number of Pupils Responding Percent of Pupils Responding					
4.0 Citizenship	49	3323	A	B	C	D	E	NR
Summary Data for 4.3 (Cont.)	Item Number							
	80		1401	997	851			74
			42%	30%	26%			2%
	87		1463	786	932			142
			44%	24%	28%			4%
	88		738	1188	1252			145
			22%	36%	38%			4%
	89		746	1350	1083			144
			22%	41%	33%			4%
	134		291	1845	458	678		51
			9%	56%	14%	20%		2%
	136		115	482	2467	206		53
			3%	15%	74%	6%		2%
	139		274	357	2442	166		84
			8%	11%	73%	5%		3%
	142		439	286	335	2180		83
			13%	9%	10%	66%		2%
	148		539	349	358	1964		113
			16%	11%	11%	59%		3%
	157		2835	399				89
			85%	12%				3%
	158		1211	2027				85
			36%	61%				3%
	159		395	2842				86
			12%	86%				3%

TABLE 36

4.0 CITIZENSHIP (continued)

Goal	Number and Description	Number of Items	Number of Students	Number of Pupils Responding Percent of Pupils Responding					
4.0	Citizenship	49	3323	A	B	C	D	E	NR
4.7	Understanding the Relationship of Historical Occurrences to Present and Future Planning	8							
	Summary Data for 4.7	Item Number							
		141		267	2422	249	310		75
				8%	73%	7%	9%		2%
		144		769	650	1541	247		116
				23%	20%	46%	7%		3%
		145		306	2273	384	235		125
				9%	68%	12%	7%		4%
		151		2291	945				87
				69%	28%				3%
		152		1257	1983				83
				38%	60%				2%
		154		786	2454				83
				24%	74%				2%
		155		1906	1332				85
				57%	40%				3%
		156		2109	1131				83
				63%	34%				2%
		Number of Items							
4.8	Knowledge of International Relationships	3							
	Summary Data for 4.8	Item Number							
		132		268	506	547	1932		70
				8%	15%	16%	58%		2%
		133		528	634	316	1766		79
				16%	19%	10%	53%		2%
		138		288	309	275	2386		65
				9%	9%	8%	72%		2%

TABLE 37

5.0 CRITICAL, CREATIVE, AND CONSTRUCTIVE THINKING

Grade 11, Kentucky Quality Education Questionnaire

Goal	Number and Description	Number of Items	Number of Students	Number of Pupils Responding / Percent of Pupils Responding					
5.0	Critical, Creative, and Constructive Thinking	75	3323	A	B	C	D	E	NR
5.1	Ability to Examine Constructively and Creatively	13							
	Summary Data for 5.1	Item Number							
		90		2147	286	875			15
				65%	9%	26%			0%
		91		729	527	2041			26
				22%	16%	61%			1%
		92		2223	290	786			24
				67%	9%	24%			1%
		93		410	2461	429			23
				12%	74%	13%			1%
		94		310	1123	1870			20
				9%	34%	56%			1%
		95		2139	586	572			26
				64%	18%	17%			1%
		96		2344	381	570			28
				71%	11%	17%			1%
		97		487	601	2210			25
				15%	18%	67%			1%
		98		394	1869	1038			22
				12%	56%	31%			1%
		99		474	1553	1263			33
				14%	47%	38%			1%
		100		2801	347	155			20
				84%	10%	5%			1%
		101		2582	471	245			25
				78%	14%	7%			1%
		102		2578	298	427			20
				78%	9%	13%			1%

TABLE 37

5.0 CRITICAL, CREATIVE, AND CONSTRUCTIVE THINKING (continued)

Goal Number and Description	Number of Items	Number of Students	Number of Pupils Responding Percent of Pupils Responding					
5.0 Critical, Creative, and Constructive Thinking	75	3323	A	B	C	D	E	NR
5.2 Development of Individual Creative Talents	12							
Summary Data for 5.2	Item Number							
	57		1382	728	775	368	58	12
			42%	22%	23%	11%	2%	0%
	58		1963	494	291	196	364	15
			59%	15%	9%	6%	11%	0%
	59		1570	698	490	198	350	17
			47%	21%	15%	6%	11%	1%
	60		1795	730	374	148	255	21
			54%	22%	11%	4%	8%	1%
	61		1457	805	672	294	73	22
			44%	24%	20%	9%	2%	1%
	62		1086	1028	660	412	113	24
			33%	31%	20%	12%	3%	1%
	63		1087	1023	784	304	100	25
			33%	31%	24%	9%	3%	1%
	64		1257	844	570	534	93	25
			38%	25%	17%	16%	3%	1%
	65		1399	1317	321	147	118	21
			42%	40%	10%	4%	4%	1%
	66		1284	878	954	113	72	22
			39%	26%	29%	3%	2%	1%
	67		765	654	1339	290	243	32
			23%	20%	40%	9%	7%	1%
	68		696	1038	1304	151	109	25
			21%	31%	39%	5%	3%	1%

TABLE 37

5.0 CRITICAL, CREATIVE, AND CONSTRUCTIVE THINKING (continued)

Goal Number and Description	Number of Items	Number of Students	Number of Pupils Responding / Percent of Pupils Responding					
5.0 Critical, Creative, and Constructive Thinking	75	3323	A	B	C	D	E	NR
5.3 Respect for Creative Contributions of Others	32							
Summary Data for 5.3	Item Number							
	1		988 30%	792 24%	1540 46%			3 0%
	2		183 6%	293 9%	2843 86%			4 0%
	3		738 22%	864 26%	1717 52%			4 0%
	4		1253 38%	962 29%	1104 33%			4 0%
	5		259 8%	419 13%	2642 80%			3 0%
	6		1722 52%	959 29%	637 19%			5 0%
	7		122 4%	248 7%	2944 89%			9 0%
	8		2038 61%	850 26%	430 13%			5 0%
	9		173 5%	269 8%	2874 86%			7 0%
	10		1284 39%	1098 33%	937 28%			4 0%
	11		1178 35%	1141 34%	999 30%			5 0%
	12		302 9%	608 18%	2403 72%			10 0%
	13		1538 46%	663 20%	1110 33%			12 0%
	14		2809 85%	358 11%	150 5%			6 0%

TABLE 37

5.0 CRITICAL, CREATIVE, AND CONSTRUCTIVE THINKING (continued)

Goal Number and Description	Number of Items	Number of Students	A	B	C	D	E	NR
			Number of Pupils Responding Percent of Pupils Responding					
5.0 Critical, Creative, and Constructive Thinking	75	3323	A	B	C	D	E	NR
Summary Data for 5.3 (Cont.)	Item Number							
	15		2146	685	485			7
			65%	21%	15%			0%
	16		1630	856	831			6
			49%	26%	25%			0%
	17		432	838	2040			13
			13%	25%	61%			0%
	18		1489	683	1144			7
			45%	21%	34%			0%
	19		2256	813	247			7
			68%	24%	7%			0%
	20		663	581	2075			4
			20%	17%	62%			0%
	21		1934	696	689			4
			58%	21%	21%			0%
	22		1386	734	1198			5
			42%	22%	36%			0%
	23		2665	456	196			6
			80%	14%	6%			0%
	24		1402	760	1155			6
			42%	23%	35%			0%
	25		2545	469	304			5
			77%	14%	97%			0%
	26		1474	981	860			8
			44%	30%	26%			0%
	27		275	661	2375			12
			8%	20%	71%			0%
	28		1015	887	1416			5
			31%	27%	23%			0%
	29		1033	694	1590			6
			31%	21%	48%			0%

TABLE 37

5.0 CRITICAL, CREATIVE, AND CONSTRUCTIVE THINKING (continued)

Goal Number and Description	Number of Items	Number of Students	Number of Pupils Responding Percent of Pupils Responding					
5.0 Critical, Creative, and Constructive Thinking	75	3323	A	B	C	D	E	NR
Summary Data for 5.3 (Cont.)	Item Number							
	30		1639	728	951			5
			49%	22%	29%			0%
	31		1965	693	658			7
			59%	21%	20%			0%
	32		1998	750	569			6
			60%	23%	17%			0%
	Number of Items							
5.4 Application of the Logical Processes	8							
Summary Data for 5.4	Item Number							
	103		895	2118	281			29
			27%	64%	8%			1%
	104		2344	552	395			32
			71%	17%	12%			1%
	107		1595	940	744			44
			48%	28%	22%			1%
	108		1273	1179	821			50
			38%	35%	25%			2%
	109		854	856	1554			59
			26%	26%	47%			2%
	110		591	2152	549			31
			18%	65%	17%			1%
	111		1043	1543	709			28
			31%	46%	21%			1%
	112		1992	525	776			30
			60%	16%	23%			1%

TABLE 37

5.0 CRITICAL, CREATIVE, AND CONSTRUCTIVE THINKING (continued)

Goal Number and Description	Number of Items	Number of Students	Number of Pupils Responding / Percent of Pupils Responding					
5.0 Critical, Creative, and Constructive Thinking	75	3323	A	B	C	D	E	NR
5.5 Critical Awareness of the Less Obvious Qualities or Conditions Which Contribute to Total Understanding	10							
Summary Data for 5.5	Item Number							
	113		1875	621	380	216	208	23
			56%	19%	11%	7%	6%	1%
	114		259	277	285	361	2118	23
			8%	8%	9%	11%	64%	1%
	115		1174	1310	547	156	111	25
			35%	39%	16%	5%	3%	1%
	116		648	663	624	699	663	26
			20%	20%	19%	21%	20%	1%
	117		638	1254	844	392	168	27
			19%	38%	25%	12%	5%	1%
	118		1273	1311	473	157	80	29
			38%	39%	14%	5%	2%	1%
	119		602	1154	1112	259	152	44
			18%	35%	33%	8%	5%	1%
	120		181	310	704	796	1304	28
			5%	9%	21%	24%	39%	1%
	121		193	508	1209	604	772	37
			6%	15%	36%	18%	23%	1%
	122		1247	944	515	298	287	32
			38%	28%	15%	9%	9%	1%

TABLE 38

7.0 OCCUPATIONAL COMPETENCE

Grade 11, Assessment of Career Development, Form C

Goal Number and Description		Number of Items	Criterion Raw Score	Ky. Raw Score % of Pupils
*7.2.0	Understanding Career Opportunities	112		
7.2.1	Knowledge of Occupational Characteristics	54	39	38
	% of Pupils Meeting Criterion			53
7.2.2	Knowledge of Occupational Preparation Requirements	18	12	12
	% of Pupils Meeting Criterion			60
7.2.3	Knowledge of Career Planning	40	28	27
	% of Pupils Meeting Criterion			51

*District data related to Goal 7.2.0 will be found in Tables 10, 11, and 13 of the district's ACD printout.

TABLE 39

8.0 CULTURAL APPRECIATION

Grade 11, Kentucky Quality Education Questionnaire

Goal	Number and Description	Number of Items	Number of Students	Number of Pupils Responding / Percent of Pupils Responding: A	B	C	D	E	NR
8.0	Cultural Appreciation	32	3323						
8.1	Acquisition of Knowledge of Art, Musical, Literary and Drama Forms	11							
	Summary Data for 8.1	Item Number							
		4		1253	962	1104			4
				38%	29%	33%			0%
		10		1284	1098	937			4
				39%	33%	28%			0%
		11		1178	1141	999			5
				35%	34%	30%			0%
		12		302	608	2403			10
				9%	18%	72%			0%
		13		1538	663	1110			12
				46%	20%	33%			0%
		15		2146	685	485			7
				65%	21%	15%			0%
		20		663	581	2075			4
				20%	17%	62%			0%
		24		1402	760	1155			6
				42%	23%	35%			0%
		29		1033	694	1590			6
				31%	21%	48%			0%
		31		1965	693	658			7
				59%	21%	20%			0%
		32		1998	750	569			6
				60%	23%	17%			0%

TABLE 39

8.0 CULTURAL APPRECIATION (continued)

Goal Number and Description		Number of Items	Number of Students	Number of Pupils Responding Percent of Pupils Responding					
8.0	Cultural Appreciation	32	3323	A	B	C	D	E	NR
8.2	Understanding of and Value for the Historical and Cultural Heritage	14							
	Summary Data for 8.2	Item Number							
		1		988	792	1540			3
				30%	24%	46%			0%
		4		1253	962	1104			4
				38%	29%	33%			0%
		7		122	248	2944			9
				4%	7%	89%			0%
		8		2038	850	430			5
				61%	26%	13%			0%
		10		1284	1098	937			4
				39%	33%	28%			0%
		11		1178	1141	999			5
				35%	34%	30%			0%
		15		2146	685	485			7
				65%	21%	15%			0%
		18		1489	683	1144			7
				45%	21%	34%			0%
		20		663	581	2075			4
				20%	17%	62%			0%
		21		1934	696	689			4
				58%	21%	21%			0%
		23		2665	456	196			6
				80%	14%	6%			0%
		27		275	661	2375			12
				8%	20%	71%			0%
		28		1015	887	1416			5
				31%	27%	43%			0%
		30		1639	728	951			5
				49%	22%	29%			0%

TABLE 39

8.0 CULTURAL APPRECIATION (continued)

Goal Number and Description	Number of Items	Number of Students	Number of Pupils Responding Percent of Pupils Responding A	B	C	D	E	NR
8.0 Cultural Appreciation	32	3323						
8.3 Development of Aesthetic Values	17							
Summary Data for 8.3	Item Number							
	2		183	293	2843			4
			6%	9%	86%			0%
	3		738	864	1717			4
			22%	26%	52%			0%
	4		1253	962	1104			4
			38%	29%	33%			0%
	5		259	419	2642			3
			8%	13%	80%			0%
	6		1722	959	637			5
			52%	29%	19%			0%
	9		173	269	2874			7
			5%	8%	86%			0%
	12		302	608	2403			10
			9%	18%	72%			0%
	13		1538	663	1110			12
			46%	20%	33%			0%
	14		2809	358	150			6
			85%	11%	5%			0%
	16		1630	856	831			6
			49%	26%	25%			0%
	17		432	838	2040			13
			13%	25%	61%			0%
	19		2256	813	247			7
			68%	24%	7%			0%
	22		1386	734	1198			5
			42%	22%	36%			0%
	25		2545	469	304			5
			77%	14%	9%			0%

TABLE 39

8.0 CULTURAL APPRECIATION (continued)

Goal Number and Description	Number of Items	Number of Students	A	B	C	D	E	NR
			Number of Pupils Responding Percent of Pupils Responding					
8.0 Cultural Appreciation	32	3323	A	B	C	D	E	NR
Summary Data for 8.3 (Cont.)	Item Number							
	26		1474	981	860			8
			44%	30%	26%			0%
	29		1033	694	1590			6
			31%	21%	48%			0%
	32		1998	750	569			6
			60%	23%	17%			0%
	Number of Items							
8.4 Expression of Cultural Values	19							
Summary Data for 8.4	Item Number							
	1		938	792	1540			3
			30%	24%	46%			0%
	2		183	293	2843			4
			6%	9%	86%			0%
	3		738	864	1717			4
			22%	26%	52%			0%
	5		259	419	2642			3
			8%	13%	80%			0%
	6		1722	959	637			5
			52%	29%	19%			0%
	7		122	248	2944			9
			4%	7%	89%			0%
	8		2038	850	430			5
			61%	26%	13%			0%
	9		173	269	2874			7
			5%	8%	86%			0%
	12		302	608	2403			10
			9%	18%	72%			0%

TABLE 39

8.0 CULTURAL APPRECIATION (continued)

Goal Number and Description	Number of Items	Number of Students	A	B	C	D	E	NR
			Number of Pupils Responding Percent of Pupils Responding					
8.0 Cultural Appreciation	32	3323	A	B	C	D	E	NR
Summary Data for 8.4 (Cont.)	Item Number							
	13		1538	663	1110			12
			46%	20%	33%			0%
	14		2809	358	150			6
			85%	11%	5%			0%
	15		2146	685	485			7
			65%	21%	15%			0%
	16		1630	856	831			6
			49%	26%	25%			0%
	17		432	838	2040			13
			13%	25%	61%			0%
	19		2256	813	247			7
			68%	24%	7%			0%
	22		1386	734	1198			5
			42%	22%	36%			0%
	23		2665	456	196			6
			80%	14%	6%			0%
	26		1474	981	860			8
			44%	30%	26%			0%
	29		1033	694	1590			6
			31%	21%	48%			0%

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APPENDIX A

GOALS OF EDUCATION IN KENTUCKY

GOALS OF EDUCATION IN KENTUCKY

GOAL I: GENERAL EDUCATION

1.1 Skill in written and oral communication, reading, computation, and mathematical concepts

1.2 Understand the language common to the various learning disciplines

1.3 Knowledge of logical approaches for problem-solving

1.4 Application of acquired skills to real-life situations

1.5 Knowledge in the various learning disciplines (e.g. science, social science, foreign language, etc.)

1.6 Understand the resources available and the methods of collecting information

1.7 Positive attitude toward the acquisition of knowledge - both formal and informal

GOAL II: ECONOMIC UNDERSTANDING

2.1 Consumer knowledge

2.2 Information on tax structures and obligations

2.3 An understanding of money management

2.4 A knowledge of the American economic system in relation to international economics

2.5 Demonstrate economic independence

GOAL III: HUMAN RELATIONSHIPS

3.1 Knowledge of one's self in relation to capabilities and interests

3.2 Understanding the worth and dignity of other people

3.3 Ability to work with and relate to other individuals and groups

3.4 Appreciation of our culture and those attributes which have enabled man to survive and accomplish

GOAL IV: CITIZENSHIP

4.1 Understanding the necessity for structured social and political organization

4.2 Understanding the necessity for ethical values in determining right form wrong

4.3 Knowledge of the interdependence of the individual's rights and responsibilities in a democracy

4.4 Awareness of one's relationship to his physical environment and the wise use of resources

4.5 Understanding the effects of technology and of population growth on the environment

4.6 Attitude of cooperation for the betterment of one's community and society

4.7 Understanding the relationship of historical occurrences to present and future planning

4.8 Knowledge of international relationships

4.9 Awareness of the importance of involvement in community affairs

GOAL V: CREATIVE, CONSTRUCTIVE AND CRITICAL THINKING

5.1 Ability to examine constructively and creatively

5.2 Development of individual creative talents

5.3 Respect for creative contributions of others

5.4 Application of the logical processes (e.g. research, analysis, evaluation, etc.)

5.5 Critical awareness of the less obvious qualities or conditions which contribute to total understanding

GOAL VI: PHYSICAL AND MENTAL WELL BEING

6.1 Develop physical fitness through appropriate activities

6.2 Understanding of the body processes and functions

6.3 A positive and realistic acceptance of self

6.4 Development of skills for and appreciation of leisure time activities

6.5 Understanding and value for good nutritional habits

GOAL VII: OCCUPATIONAL COMPETENCE

7.1 Understanding the contributions of occupations to society

7.2 Understanding of the variety of career opportunities

7.3 Acquisition of occupational skills (entry and maintenance skills)

7.4 Ability to cope with changing occupational requirements and demands

GOAL VIII: CULTURAL APPRECIATION

8.1 Acquisition of knowledge of art, musical, literary and drama forms

8.2 Understanding of and value for the historical and cultural heritage

8.3 Development of aesthetic values

8.4 Expression of cultural values

APPENDIX B

HIERARCHY OF GOALS AND PERFORMANCE OBJECTIVES

HIERARCHY OF GOALS AND PERFORMANCE OBJECTIVES

GRADE 4

Kentucky Educational Assessment Program (1976)

GOAL I: GENERAL EDUCATION

Subgoal 1.1: Each citizen of the Commonwealth should be assured an opportunity to realize his full potential in written and oral communication, reading, computation, and mathematical concepts.

Related Performance Objectives

1.1.1 During the spring semester of the fourth grade, Kentucky pupils will demonstrate knowledge of vocabulary by attaining an average grade equivalent score equal to or exceeding the criterion (4.7) as measured by the Reading Vocabulary Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 2.

1.1.1.1 During the spring semester of the fourth grade, Kentucky pupils will demonstrate knowledge of the meaning of words in context by attaining an average level of correct answers equal to or exceeding the criterion (57 percent) as measured by the related items of the Reading Vocabulary Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 2.

1.1.2 During the spring semester of the fourth grade, Kentucky pupils will demonstrate reading comprehension by attaining an average grade equivalent score equal to or exceeding the criterion (4.7) as measured by the Reading Comprehension Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 2.

1.1.2.1 During the spring semester of the fourth grade, Kentucky pupils will demonstrate knowledge of directly stated details (literal meaning) by attaining an average level of correct answers equal to or exceeding the criterion (52 percent) as measured by the related items of the Reading Comprehension Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 2.

1.1.2.2 During the spring semester of the fourth grade, Kentucky pupils will demonstrate comprehension of words and phrases (simple rewording) by attaining an average level of correct answers equal to or exceeding the criterion (64 percent) as measured by the related items of the Reading Comprehension Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 2.

1.1.2.3 During the spring semester of the fourth grade, Kentucky pupils will demonstrate comprehension (paraphrasing) of the meaning of ideas by attaining an average level of correct answers equal to or exceeding the criterion (65 percent) as measured by the related items of the Reading Comprehension Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 2.

1.1.2.4 During the spring semester of the fourth grade, Kentucky pupils will demonstrate comprehension of main ideas by attaining an average level of correct answers equal to or exceeding the criterion (56 percent) as measured by the related items of the Reading Comprehension Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 2.

1.1.2.5 During the spring semester of the fourth grade, Kentucky pupils will demonstrate comprehension of relationships by attaining an average level of correct answers equal to or exceeding the criterion (46 percent) as measured by the related items of the Reading Comprehension Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 2.

1.1.2.6 During the spring semester of the fourth grade, Kentucky pupils will demonstrate comprehension (draw conclusions) of given facts and statements by attaining an average level of correct answers equal to or exceeding the criterion (46 percent) as measured by the related items of the Reading Comprehension Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 2.

1.1.2.7 During the spring semester of the fourth grade, Kentucky pupils will demonstrate comprehesion (inference) of contextual clues by attaining an average level of correct answers equal to or exceeding the criterion (60 percent) as measured by the related items of the Reading Comprehension Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 2.

1.1.2.8 During the spring semester of the fourth grade, Kentucky pupils will demonstrate analysis of indefinite or incomplete statements (extended meaning) by attaining an average level of correct answers equal to or exceeding the criterion (63 percent) as measured by the related items of the Reading Comprehension Subtest of the Comprehensive Tests of Basic Skills, Form Q. Level 2.

1.1.3 During the spring semester of the fourth grade, Kentucky pupils will demonstrate knowledge of spelling by attaining an average grade equivalent score equal to or exceeding the criterion (4.7) as measured by the Language/Spelling Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 2.

1.1.3.1 During the spring semester of the fourth grade, Kentucky pupils will demonstrate knowledge of correctly and incorrectly spelled words by attaining an average level of correct answers equal to or exceeding the criterion (58 percent) as measured by the related items of the Language/Spelling Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 2.

1.1.4 During the spring semester of the fourth grade, Kentucky pupils will demonstrate application of the mechanics of language by attaining an average grade equivalent score equal to or exceeding the criterion (4.7) as measured by the Language Mechanics Subtest of the Comprehensive Tests of Basic Skills, Form Q. Level 2.

1.1.4.1 During the spring semester of the fourth grade, Kentucky pupils will demonstrate application of punctuation skills by attaining an average level of correct answers equal to or exceeding the criterion (63 percent) as measured by the related items of the Language Mechanics Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 2.

1.1.4.2 During the spring semester of the fourth grade, Kentucky pupils will demonstrate application of capitalization skills by attaining an average level of correct answers equal to or exceeding the criterion (40 percent) as measured by the related items of the Language Mechanics Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 2.

1.1.5 During the spring semester of the fourth grade, Kentucky pupils will demonstrate application of language expression by attaining an average grade equivalent score equal to or exceeding the criterion (4.7) as measured by the Language Expression Subtest of the Comprehensive Tests of Basic Skills, Form Q. Level 2.

1.1.5.1 During the spring semester of the fourth grade, Kentucky pupils will demonstrate application of correct grammatical usage by attaining an average level of correct answers equal to or exceeding the criterion (61 percent) as measured by the related items of the Language Expression Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 2.

1.1.5.2 During the spring semester of the fourth grade, Kentucky pupils will demonstrate comprehension of clarity and/or economy of expression by attaining an average level of correct answers equal to or exceeding the criterion (35 percent) as measured by the related items of the Language Expression Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 2.

1.1.5.3 During the spring semester of the fourth grade, Kentucky pupils will demonstrate comprehension of the author's implication (word choice) by attaining an average level of correct answers equal to or exceeding the criterion (55 percent) as measured by the related items of the Language Expression Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 2.

1.1.6 During the spring semester of the fourth grade, Kentucky pupils will demonstrate application of arithmetic computation by attaining an average grade equivalent score equal to or exceeding the criterion (4.7) as measured by the Arithmetic Computation Subtest of the Comprehensive Tests of Basic Skills, Form Q. Level 2.

1.1.6.1 During the spring semester of the fourth grade, Kentucky pupils will demonstrate application of addition skills by attaining an average level of correct answers equal to or exceeding the criterion (64 percent) as measured by the related items of the Arithmetic Computation Subtest of the Comprehensive Tests of Basic Skills, Form Q. Level 2.

1.1.6.2 During the spring semester of the fourth grade, Kentucky pupils will demonstrate application of subtraction skills by attaining an average level of correct answers equal to or exceeding the criterion (62 percent) as measured by the related items of the Arithmetic Computation Subtest of the Comprehensive Tests of Basic Skills, Form Q. Level 2.

1.1.6.3 During the spring semester of the fourth grade, Kentucky pupils will demonstrate application of multiplication skills by attaining an average level of correct answers equal to or exceeding the criterion (54 percent) as measured by the Arithmetic Computation Subtest of the Comprehensive Tests of Basic Skills, Form Q. Level 2.

1.1.6.4 During the spring semester of the fourth grade, Kentucky pupils will demonstrate application of division skills by attaining an average level of correct answers equal to or exceeding the criterion (53 percent) as measured by the related items of the Arithmetic Computation Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 2.

1.1.7 During the spring semester of the fourth grade, Kentucky pupils will demonstrate comprehension of arithmetic concepts by attaining an average grade equivalent score equal to or exceeding the criterion (4.7) as measured by the Arithmetic Concepts Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 2.

1.1.7.1 During the spring semester of the fourth grade, Kentucky pupils will demonstrate knowledge of arithmetic concepts by attaining an average level of correct answers equal to or exceeding the criterion (53 percent) as measured by the related items of the Arithmetic Concepts Subtest of the Comprehensive Tests of Basic Skills, Form Q. Level 2.

1.1.7.2 During the spring semester of the fourth grade, Kentucky pupils will demonstrate comprehension of arithmetic concepts (converting form) by attaining an average level of correct answers equal to or exceeding the criterion (57 percent) as measured by the related items of the Arithmetic Concepts Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 2.

1.1.7.3 During the spring semester of the fourth grade, Kentucky pupils will demonstrate comprehension of equations by attaining an average level of correct answers equal to or exceeding the criterion (66 percent) as measured by the related items of the Arithmetic Concepts Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 2.

1.1.7.4 During the spring semester of the fourth grade, Kentucky pupils will demonstrate comprehension of comparative relationships by attaining an average level of correct answers equal to or exceeding the criterion (56 percent) as measured by the related items of the Arithmetic Concepts Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 2.

1.1.7.5 During the spring semester of the fourth grade, Kentucky pupils will demonstrate comprehension of relationships (ratio, time, part-whole, sequence, geometric) by attaining an average level of correct answers equal to or exceeding the criterion (54 percent) as measured by the related items of the Arithmetic Concepts Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 2.

1.1.7.6 During the spring semester of the fourth grade, Kentucky pupils will demonstrate analysis of the components of arithmetic problems (organization) by attaining an average level of correct answers equal to or exceeding the criterion (44 percent) as measured by the related items of the Arithmetic Concepts Subtest of the Comprehensive Tests of Basic Skills, Form Q. Level 2.

1.1.8 During the spring semester of the fourth grade, Kentucky pupils will demonstrate application of skills in solving arithmetic word problems by attaining an average grade equivalent score equal to or exceeding the criterion (4.7) as measured by the Arithmetic Application Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 2.

1.1.8.1 During the spring semester of the fourth grade, Kentucky pupils will demonstrate comprehension of problem-solving (selecting methods) by attaining an average level of correct answers equal to or exceeding the criterion (41 percent) as measured by the related items of the Arithmetic Application Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 2.

1.1.8.2 During the spring semester of the fourth grade, Kentucky pupils will demonstrate comprehension of problem-solving (correct solution) by attaining an average level of correct answers equal to or exceeding the criterion (62 percent) as measured by the related items of the Arithmetic Application Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 2.

1.1.8.3 During the spring semester of the fourth grade, Kentucky pupils will demonstrate analysis of the components of arithmetic word problems (organization) by attaining an average level of correct answers equal to or exceeding the criterion (42 percent) as measured by the related items of the Arithmetic Application Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 2.

Subgoal 1.6 Each citizen of the Commonwealth should be assured the opportunity to understand the resources available and the methods of collecting information.

1.6.1 During the spring semester of the fourth grade, Kentucky pupils will demonstrate knowledge of reference material techniques by attaining an average grade equivalent score equal to or exceeding the criterion (4.7) as measured by the Study Skills/Reference Materials Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 2.

1.6.1.1 During the spring semester of the fourth grade, Kentucky pupils will demonstrate knowledge of parts of books by attaining an average level of correct answers equal to or exceeding the criterion (48 percent) as measured by the related items of the Study Skills/Reference Materials Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 2.

1.6.1.2 During the spring semester of the fourth grade, Kentucky pupils will demonstrate knowledge of dictionary use by attaining an average level of correct answers equal to or exceeding the criterion (47 percent) as measured by the related items of the Study Skills/Reference Materials Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 2.

1.6.1.3 During the spring semester of the fourth grade, Kentucky pupils will demonstrate knowledge of library use by attaining an average level of correct answers equal to or exceeding the criterion (48 percent) as measured by the related items of the Study Skills/Reference Materials Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 2.

1.6.2 During the spring semester of the fourth grade, Kentucky pupils will demonstrate comprehension of graphic materials by attaining on average grade equivalent score equal to or exceeding the criterion (4.7) as measured by the Study Skills/Graphic Materials Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 2.

1.6.2.1 During the spring semester of the fourth grade, Kentucky pupils will demonstrate comprehension of symbols, legends, and data presented in graphic or tabular form by attaining an average level of correct answers equal to or exceeding the criterion (56 percent) as measured by the related items of the Study Skills/Graphic Materials Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 2.

1.6.2.2 During the spring semester of the fourth grade, Kentucky pupils will demonstrate comprehension of relationships presented in graphical form by attaining an average level of correct answers equal to or exceeding the criterion (53 percent) as measured by the related items of the Study Skills/Graphic Materials Subtest of the Comprehensive Tests of Basic Skills, From Q, Level 2.

HIERARCHY OF GOALS AND PERFORMANCE OBJECTIVES

GRADE 8

Kentucky Educational Assessment Program (1976)

GOAL I: GENERAL EDUCATION

Subgoal 1.1: Each citizen of the Commonwealth should be assured an opportunity to realize his full potential in written and oral communication, reading, computation, and mathematical concepts.

Related Performance Objectives

1.1.1 During the spring semester of the eighth grade, Kentucky pupils will demonstrate knowledge of vocabulary by attaining an average grade equivalent score equal to or exceeding the criterion (8.7) as measured by the Reading Vocabulary Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 3.

1.1.1.1 During the spring semester of the eighth grade, Kentucky pupils will demonstrate knowledge of the meaning of words in context by attaining an average level of correct answers equal to or exceeding the criterion (69 percent) as measured by the related items of the Reading Vocabulary Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 3.

1.1.2 During the spring semester of the eighth grade, Kentucky pupils will demonstrate reading comprehension by attaining an average grade equivalent score equal to or exceeding the criterion (8.7) as measured by the Reading Comprehension Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 3.

1.1.2.1 During the spring semester of the eighth grade, Kentucky pupils will demonstrate comprehension of words and phrases (simple rewording) by attaining an average level of correct answers equal to or exceeding the criterion (72 percent) as measured by the related items of the Reading Comprehension Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 3.

1.1.2.2 During the spring semester of the eighth grade, Kentucky pupils will demonstrate comprehension (paraphrasing) of the meaning of ideas by attaining an average level of correct answers equal to or exceeding the criterion (71 percent) as measured by the related items of the Reading Comprehension Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 3.

1.1.2.3 During the spring semester of the eighth grade, Kentucky pupils will demonstrate comprehension of main ideas by attaining an average level of correct answers equal to or exceeding the criterion (65 percent) as measured by the related items of the Reading Comprehension Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 3.

1.1.2.4 During the spring semester of the eighth grade, Kentucky pupils will demonstrate comprehension of relationships by attaining an average level of correct answers equal to or exceeding the criterion (63 percent) as measured by the related items of the Reading Comprehension Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 3.

1.1.2.5 During the spring semester of the eighth grade, Kentucky pupils will demonstrate comprehension (draw conclusions) of given facts and statements by attaining an average level of correct answers equal to or exceeding the criterion (69 percent) as measured by the related items of the Reading Comprehension Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 3.

1.1.2.6 During the spring semester of the eighth grade, Kentucky pupils will demonstrate comprehension (inference) of contextual clues by attaining an average level of correct answers equal to or exceeding the criterion (69 percent) as measured by the related items of the Reading Comprehension Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 3.

1.1.2.7 During the spring semester of the eighth grade, Kentucky pupils will demonstrate analysis of indefinite or incomplete statements (extended meaning) by attaining an average level of correct answers equal to or exceeding the criterion (68 percent) as measured by the related items of the Reading Comprehension Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 3.

1.1.3 During the spring semester of the eighth grade, Kentucky pupils will demonstrate knowledge of spelling by attaining an average grade equivalent score equal to or exceeding the criterion (8.7) as measured by the Language/Spelling Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 3.

1.1.3.1 During the spring semester of the eighth grade, Kentucky pupils will demonstrate knowledge of correctly and incorrectly spelled words by attaining an average level of correct answers equal to or exceeding the criterion (70 percent) as measured by the related items of the Language/Spelling Subtest of Comprehensive Tests of Basic Skills, Form Q, Level 3.

1.1.4 During the spring semester of the eighth grade, Kentucky pupils will demonstrate application of the mechanics of language by attaining an average grade equivalent score equal to or exceeding the criterion (8.7) as measured by the Language Mechanics Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 3.

1.1.4.1 During the spring semester of the eighth grade, Kentucky pupils will demonstrate application of punctuation skills by attaining an average level of correct answers equal to or exceeding the criterion (74 percent) as measured by the related items of the Language Mechanics Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 3.

1.1.4.2 During the spring semester of the eighth grade, Kentucky pupils will demonstrate application of capitalization skills by attaining an average level of correct answers equal to or exceeding the criterion (61 percent) as measured by the related items of the Language Mechanics Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 3.

1.1.5 During the spring semester of the eighth grade, Kentucky pupils will demonstrate application of language expression by attaining an average grade equivalent score equal to or exceeding the criterion (8.7) as measured by the Language Expression Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 3.

1.1.5.1 During the spring semester of the eighth grade, Kentucky pupils will demonstrate application of correct grammatical usage by attaining an average level of correct answers equal to or exceeding the criterion (70 percent) as measured by the related items of the Language Expression Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 3.

1.1.5.2 During the spring semester of the eighth grade, Kentucky pupils will demonstrate comprehension of clarity and/or economy of expression by attaining an average level of correct answers equal to or exceeding the criterion (52 percent) as measured by the related items of the Language Expression Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 3.

1.1.5.3 During the spring semester of the eighth grade, Kentucky pupils will demonstrate comprehension of the author's intention (word choice) by attaining an average level of correct answers equal to or exceeding the criterion (70 percent) as measured by the related items of the Language Expression Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 3.

1.1.6 During the spring semester of the eighth grade, Kentucky pupils will demonstrate application of arithmetic computation by attaining an average grade equivalent score equal to or exceeding the criterion (8.7) as measured by the Arithmetic Computation Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 3.

1.1.6.1 During the spring semester of the eighth grade, Kentucky pupils will demonstrate application of addition skills by attaining an average level of correct answers equal to or exceeding the criterion (75 percent) as measured by the related items of the Arithmetic Computation Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 3.

1.1.6.2 During the spring semester of the eighth grade, Kentucky pupils will demonstrate application of subtraction skills by attaining an average level of correct answers equal to or exceeding the criterion (70 percent) as measured by the related items of the Arithmetic Computation Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 3.

1.1.6.3 During the spring semester of the eighth grade, Kentucky pupils will demonstrate application of multiplication skills by attaining an average level of correct answers equal to or exceeding the criterion (73 percent) as measured by the related items of the Arithmetic Computation Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 3.

1.1.6.4 During the spring semester of the eighth grade, Kentucky pupils will demonstrate application of division skills by attaining an average level of correct answers equal to or exceeding the criterion (73 percent) as measured by the related items of the Arithmetic Computation Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 3.

1.1.7 During the spring semester of the eighth grade, Kentucky pupils will demonstrate comprehension of arithmetic concepts by attaining an average grade equivalent score equal to or exceeding the criterion (8.7) as measured by the Arithmetic Concepts Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 3.

1.1.7.1 During the spring semester of the eighth grade, Kentucky pupils will demonstrate knowledge of arithmetic concepts by attaining an average level of correct answers equal to or exceeding the criterion (73 percent) as measured by the related items of the Arithmetic Concepts Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 3.

1.1.7.2 During the spring semester of the eighth grade, Kentucky pupils will demonstrate comprehension of arithmetic concepts (converting form) by attaining an average level of correct answers equal to or exceeding the criterion (69 percent) as measured by the related items of the Arithmetic Concepts Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 3.

1.1.7.3 During the spring semester of the eighth grade, Kentucky pupils will demonstrate comprehension of equations by attaining an average level of correct answers equal to or exceeding the criterion (77 percent) as measured by the related items of the Arithmetic Concepts Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 3.

1.1.7.4 During the spring semester of the eighth grade, Kentucky pupils will demonstrate comprehension of comparative relationships by attaining an average level of correct answers equal to or exceeding the criterion (73 percent) as measured by the related items of the Arithmetic Concepts Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 3.

1.1.7.5 During the spring semester of the eighth grade, Kentucky pupils will demonstrate analysis of the components of arithmetic problems (organization) by attaining an average level of correct answers equal to or exceeding the criterion (68 percent) as measured by the related items of the Arithmetic Concepts Subtest of the Comprehensive Tests of Basic Skills, From Q, Level 3.

1.1.8 During the spring semester of the eighth grade, Kentucky pupils will demonstrate application of skills in solving arithmetic word problems by attaining an average grade equivalent score equal to or exceeding the criterion (8.7) as measured by the Arithmetic Application Subtest of the Comprehensive Test of Basic Skills, Form Q, Level 3.

1.1.8.1 During the spring semester of the eighth grade, Kentucky pupils will demonstrate comprehension of relationships (ratio, time, part-whole, sequence, geometric) by attaining an average level of correct answers equal to or exceeding the criterion (69 percent) as measured by the related items of the Arithmetic Application Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 3.

1.1.8.2 During the spring semester of the eighth grade, Kentucky pupils will demonstrate comprehension of problem-solving (selecting methods) by attaining an average level of correct answers equal to or exceeding the criterion (69 percent) as measured by the related items of the Arithmetic Application Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 3.

1.1.8.3 During the spring semester of the eighth grade, Kentucky pupils will demonstrate comprehension of problem-solving (correct solution) by attaining an average level of correct answers equal to or exceeding the criterion (74 percent) as measured by the related items of the Arithmetic Application Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 3.

1.1.8.4 During the spring semester of the eighth grade, Kentucky pupils will demonstrate analysis of the components of arithmetic word problems by attaining an average level of correct answers equal to or exceeding the criterion (70 percent) as measured by the related items of the Arithmetic Application Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 3.

Subgoal 1.6: Each citizen of the Commonwealth should be assured the opportunity to understand the resources available and the methods of collecting information.

1.6.1 During the spring semester of the eighth grade, Kentucky pupils will demonstrate knowledge of reference material techniques by attaining an average grade equivalent score equal to or exceeding the criterion (8.7) as measured by the Study Skills/Reference Materials Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 3.

1.6.1.1 During the spring semester of the eighth grade, Kentucky pupils will demonstrate knowledge of dictionary use by attaining an average level of correct answers equal to or exceeding the criterion (64 percent) as measured by the related items of the Study Skills/Reference Materials Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 3.

1.6.1.2 During the spring semester of the eighth grade, Kentucky pupils will demonstrate knowledge of library use by attaining an average level of correct answers equal to or exceeding the criterion (67 percent) as measured by the related items of the Study Skills/Reference Materials Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 3.

1.6.2 During the spring semester of the eighth grade, Kentucky pupils will demonstrate comprehension of graphic materials by attaining an average grade equivalent score equal to or exceeding the criterion (8.7) as measured by the Study Skills/Graphic Materials Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 3.

1.6.2.1 During the spring semester of the eighth grade, Kentucky pupils will demonstrate comprehension of symbols, legends, and data presented in graphic or tabular form by attaining an average level of correct answers equal to or exceeding the criterion (51 percent) as measured by the related items of the Study Skills/Graphic Materials Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 3.

1.6.2.2 During the spring semester of the eight grade, Kentucky pupils will demonstrate comprehension of relationships presented in graphical form by attaining an average level of correct answers equal to or exceeding the criterion (56 percent) as measured by the related items of the Study Skills/Graphic Materials Subtest of the Comprehensive Tests of Basic Skills, From Q, Level 3.

1.6.2.3 During the spring semester of the eighth grade, Kentucky pupils will demonstrate comprehension (draw conclusions) of graphic data by attaining an average level of correct answers equal to or exceeding the criterion (52 percent) as measured by the related items of the Study Skills/Graphic Materials Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 3.

1.6.2.4 During the spring semester of the eighth grade, Kentucky pupils will demonstrate the ability to analyze graphic data and determine extended meaning by attaining an average level of correct answers equal to or exceeding the criterion (55 percent) as measured by the related items of the Study Skills/Graphic Materials Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 3.

HIERARCHY OF GOALS AND PERFORMANCE OBJECTIVES

GRADE 11

Kentucky Educational Assessment Program (1976)

GOAL I: GENERAL EDUCATION

Subgoal 1.1: Each citizen of the Commonwelath should be assured an opportunity to realize his full potential in written and oral communication, reading, computation, and mathematical concepts.

Related Performance Objectives

1.1.1 During the spring semester of the eleventh grade, Kentucky pupils will demonstrate knowledge of vocabulary by attaining an average grade equivalent score equal to or exceeding the criterion (11.7) as measured by the Reading Vocabulary Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 4.

1.1.1.1 During the spring semester of the eleventh grade, Kentucky pupils will demonstrate knowledge of the meaning of words in context by attaining an average level of correct answers equal to or exceeding the criterion (69 percent) as measured by the related items of the Reading Vocabulary Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 4.

1.1.2 During the spring semester of the eleventh grade, Kentucky pupils will demonstrate reading comprehension by attaining an average grade equivalent score equal to or exceeding the criterion (11.7) as measured by the Reading Comprehension Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 4.

1.1.2.1 During the spring semester of the eleventh grade, Kentucky pupils will demonstrate comprehension (paraphrasing) of the meaning of ideas by attaining an average level of correct answers equal to or exceeding the criterion (78 percent) as measured by the related items of the Reading Comprehension Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 4.

1.1.2.2 During the spring semester of the eleventh grade, Kentucky pupils will demonstrate comprehension of main ideas by attaining an average level of correct answers equal to or exceeding the criterion (74 percent) as measured by the related items of the Reading Comprehension Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 4.

1.1.2.3 During the spring semester of the eleventh grade, Kentucky pupils will demonstrate comprehension of relationships by attaining an average level of correct answers equal to or exceeding the criterion (72 percent) as measured by the related items of the Reading Comprehension Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 4.

1.1.2.4 During the spring semester of the eleventh grade, Kentucky pupils will demonstrate comprehension (draw conclusions) of given facts and statements by attaining an average level of correct answers equal to or exceeding the criterion (61 percent) as measured by the related items of the Reading Comprehension Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 4.

1.1.2.5 During the spring semester of the eleventh grade, Kentucky pupils will demonstrate comprehension (inference) of contextual clues by attaining an average level of correct answers equal to or exceeding the criterion (63 percent) as measured by the related items of the Reading Comprehension Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 4.

1.1.2.6 During the spring semester of the eleventh grade, Kentucky pupils will demonstrate analysis of indefinite or incomplete statements (extended meaning) by attaining an average level of correct answers equal to or exceeding the criterion (59 percent) as measured by the related items of the Reading Comprehension Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 4.

1.1.2.7 During the spring semester of the eleventh grade, Kentucky pupils will demonstrate analysis of the tone, mood, and intention of the author by attaining an average level of correct answers equal to or exceeding the criterion (59 percent) as measured by the related items of the Reading Comprehension Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 4.

1.1.3 During the spring semester of the eleventh grade, Kentucky pupils will demonstrate knowledge of spelling by attaining an average grade equivalent score equal to or exceeding the criterion (11.7) as measured by the Language/Spelling Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 4.

1.1.3.1 During the spring semester of the eleventh grade, Kentucky pupils will demonstrate knowledge of correctly or incorrectly spelled words by attaining an average level of correct answers equal to or exceeding the criterion (67 percent) as measured by the related items of the Language/Spelling Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 4.

1.1.4 During the spring semester of the eleventh grade, Kentucky pupils will demonstrate application of the mechanics of language by attaining an average grade equivalent score equal to or exceeding the criterion (11.7) as measured by the Language Mechanics Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 4.

1.1.4.1 During the spring semester of the eleventh grade, Kentucky pupils will demonstrate application of punctuation skills by attaining an average level of correct answers equal to or exceeding the criterion (71 percent) as measured by the related items of the Language Mechanics Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 4.

1.1.4.2 During the spring semester of the eleventh grade, Kentucky pupils will demonstrate application of capitalization skills by attaining an average level of correct answers equal to or exceeding the criterion (62 percent) as measured by the related items of the Language Mechanics Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 4.

1.1.5 During the spring semester of the eleventh grade, Kentucky pupils will demonstrate application of language expression by attaining an average grade equivalent score equal to or exceeding the criterion (11.7) as measured by the Language Expression Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 4.

1.1.5.1 During the spring semester of the eleventh grade, Kentucky pupils will demonstrate application of correct grammatical usage by attaining an average level of correct answers equal to or exceeding the criterion (74 percent) as measured by the related items of the Language Expression Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 4.

1.1.5.2 During the spring semester of the eleventh grade, Kentucky pupils will demonstrate comprehension of clarity and/or economy of expression by attaining an average level of correct answers equal to or exceeding the criterion (59 percent) as measured by the related items of the Language Expression Subtest of the Comprehensive Tests of Basic Skills, Form Q. Level 4.

1.1.5.3 During the spring semester of the eleventh grade, Kentucky pupils will demonstrate comprehension of the author's intention (word choice) by attaining an average level of correct answers equal to or exceeding the criterion (71 percent) as measured by the related items of the Language Expression Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 4.

1.1.6 During the spring semester of the eleventh grade, Kentucky pupils will demonstrate application of arithmetic computation by attaining an average grade equivalent score equal to or exceeding the criterion (11.7) as measured by the Arithmetic Computation Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 4.

1.1.6.1 During the spring semester of the eleventh grade, Kentucky pupils will demonstrate application of addition skills by attaining an average level of correct answers equal to or exceeding the criterion (76 percent) as measured by the related items of the Arithmetic Computation Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 4.

1.1.6.2 During the spring semester of the eleventh grade, Kentucky pupils will demonstrate application of subtraction skills by attaining an average level of correct answers equal to or exceeding the criterion (72 percent) as measured by the related items of the Arithmetic Computation Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 4.

1.1.6.3 During the spring semester of the eleventh grade, Kentucky pupils will demonstrate application of multiplication skills by attaining an average level of correct answers equal to or exceeding the criterion (79 percent) as measured by the related items of the Arithmetic Computation Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 4.

1.1.6.4 During the spring semester of the eleventh grade, Kentucky pupils will demonstrate application of division skills by attaining an average level of correct answers equal to or exceeding the criterion (72 percent) as measured by the related items of the Arithmetic Computation Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 4.

1.1.7 During the spring semester of the eleventh grade, Kentucky pupils will demonstrate comprehension of arithmetic concepts by attaining an average grade equivalent score equal to or exceeding the criterion (11.7) as measured by the Arithmetic Concepts Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 4.

1.1.7.1 During the spring semester of the eleventh grade, Kentucky pupils will demonstrate knowledge of arithmetic concepts by attaining an average level of correct answers equal to or exceeding the criterion (60 percent) as measured by the related items of the Arithmetic Concepts Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 4.

1.1.7.2 During the spring semester of the eleventh grade, Kentucky pupils will demonstrate comprehension of arithmetic concepts (converting form) by attaining an average level of correct answers equal to or exceeding the criterion (70 percent) as measured by the related items of the Arithmetic Concepts Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 4.

1.1.7.3 During the spring semester of the eleventh grade, Kentucky pupils will demonstrate comprehension of equations by attaining an average level of correct answers equal to or exceeding the criterion (65 percent) as measured by the related items of the Arithmetic Concepts Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 4.

1.1.7.4 During the spring semester of the eleventh grade, Kentucky pupils will demonstrate comprehension of comparative relationships by attaining an average level of correct answers equal to or exceeding the criterion (82 percent) as measured by the Arithmetic Concepts Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 4.

1.1.7.5 During the spring semester of the eleventh grade, Kentucky pupils will demonstrate analysis of the components of arithmetic problems (organization) by attaining an average level of correct answers equal to or exceeding the criterion (66 percent) as measured by the related items of the Arithmetic Concepts Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 4.

1.1.8 During the spring semester of the eleventh grade, Kentucky pupils will demonstrate application of skills in solving arithmetic word problems by attaining an average grade equivalent score equal to or exceeding the criterion (11.7) as measured by the Arithmetic Application Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 4.

1.1.8.1 During the spring semester of the eleventh grade, Kentucky pupils will demonstrate comprehension of relationships (ratio, time, part-whole, sequence, geometric) by attaining an average level of correct answers equal to or exceeding the criterion (78 percent) as measured by the related items of the Arithmetic Application Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 4.

1.1.8.2 During the spring semester of the eleventh grade, Kentucky pupils will demonstrate comprehension of problem-solving (selecting methods) by attaining an average level of correct answers equal to or exceeding the criterion (71 percent) as measured by the related items of the Arithmetic Application Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 4.

1.1.8.3 During the spring semester of the eleventh grade, Kentucky pupils will demonstrate comprehension of problem-solving (correct solution) by attaining an average level of correct answers equal to or exceeding the criterion (61 percent) as measured by the related items of the Arithmetic Application Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 4.

1.1.8.4 During the spring semester of the eleventh grade, Kentucky pupils will demonstrate analysis of the components of arithmetic word problems by attaining an average level of correct answers equal to or exceeding the criterion (65 percent) as measured by the related items of the Arithmetic Application Subtest of the Comprehensive Test of Basic Skills, Form Q, Level 4.

Subgoal 1.6: Each citizen of the Commonwealth should be assured the opportunity to understand the resources available and the methods of collecting information.

1.6.1 During the spring semester of the eleventh grade, Kentucky pupils will demonstrate knowledge of reference material techniques by attaining an average grade equivalent score equal to or exceeding the criterion (11.7) as measured by the Study Skills/Reference Materials Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 4.

1.6.1.1 During the spring semester of the eleventh grade, Kentucky pupils will demonstrate knowledge of dictionary use by attaining an average level of correct answers equal to or exceeding the criterion (77 percent) as measured by the related items of the Study Skills/Reference Materials Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 4.

1.6.1.2 During the spring semester of the eleventh grade, Kentucky pupils will demonstrate knowledge of library use by attaining an average level of correct answers equal to or exceeding the criterion (69 percent) as measured by the related items of the Study Skills/Reference Materials Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 4.

1.6.2 During the spring semester of the eleventh grade, Kentucky pupils will demonstrate comprehension of graphic materials by attaining an average grade equivalent score equal to or exceeding the criterion (11.7) as measured by the Study Skills/Graphic Materials Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 4.

1.6.2.1 During the spring semester of the eleventh grade, Kentucky pupils will demonstrate comprehension of symbols, legends, and data presented in graphic and tabular form by attaining an average level of correct answers equal to or exceeding the criterion (55 percent) as measured by the related items of the Study Skills/Graphic Materials Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 4.

1.6.2.2 During the spring semester of the eleventh grade, Kentucky pupils will demonstrate comprehension of relationships presented in graphical form by attaining an average level of correct answers equal to or exceeding the criterion (68 percent) as measured by the related items of the Study Skills/Graphic Materials Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 4.

1.6.2.3 During the spring semester of the eleventh grade, Kentucky pupils will demonstrate comprehension (draw conclusions) of graphic data by attaining an average level of correct answers equal to or exceeding the criterion (52 percent) as measured by the related items of the Study Skills/Graphic Materials Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 4.

1.6.2.4 During the spring semester of the eleventh grade, Kentucky pupils will demonstrate the ability to analyze graphic data and determine extended meaning by attaining an average level of correct answers equal to or exceeding the criterion (58 percent) as measured by the related items of the Study Skills/Graphic Materials Subtest of the Comprehensive Tests of Basic Skills, Form Q, Level 4.

GOAL VII: OCCUPATIONAL COMPETENCE

Subgoal 7.2: Each citizen of the Commonwealth should have an understanding of the variety of career opportunities.

Related Performance Objectives

7.2.1 During the spring semester of the eleventh grade, Kentucky pupils will demonstrate knowledge of occupational characteristics by attaining a raw score equal to or exceeding the criterion (39) as measured by the occupational characteristics scale of the Assessment of Career Development, Form C.

7.2.2 During the spring semester of the eleventh grade, Kentucky pupils will demonstrate knowledge of occupational preparation requirements by attaining a raw score equal to or exceeding the criterion (12) as measured by the occupational preparation requirements scale of the Assessment of Career Development, Form C.

7.2.3 During the spring semester of the eleventh grade, Kentucky pupils will demonstrate knowledge of the various aspects of career planning by attaining a raw score equal to or exceeding the criterion (28) as measured by the career planning knowledge scale of the Assessment of Career Development, Form C.